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ABSTRACT

A study surveyed the Hispanic population in Lansing, Michigan, to assess the degree of their awareness and participation in cooperative extension service programs. Data were collected from 62 returned questionnaires (of 234 mailed) and interviews with 14 persons (of a potential sample of 22 individuals identified as being potential key informants). The study reinforced the idea that a strong relationship exists between people's awareness of an educational program and their participation in it. Both respondent groups perceived the 4-H youth program and the home economics programs as being highly needed. Furthermore, those respondents found to be participating in extension education programs tended to be more highly skilled and more highly educated than were the nonparticipants. Persons identified as being participants in extension education were also more likely to be employed and older (middle aged) than were the nonparticipants. (Appendixes to this report include the mail questionnaire, which is written in both Spanish and English; the interview schedule; miscellaneous survey-related correspondence; a breakdown of respondents' data; and a comparison of characteristics of the mail questionnaire respondents with nonrespondents.) (MN)

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EDUCATIONAL NEEDS OF HISPANICS IN THE LANSING, MICHIGAN AREA: A SURVEY

By

Carmen González-Toro

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

Department of Agriculture and Extension Education

1985

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ABSTRACT

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Carmen González-Toro

This study surveyed a sample of the Hispanic population in Lansing, Michigan to assess the degree of their awareness and participation in Cooperative Extension Service (CES) programs. Hispanics are a special population with minimal formal education. It is believed that the CES through its programs could provide significant educational resources to this group.

The data were collected through interviews with key informants and by mailed questionnaires from a sample of Hispanic residents in the area. The sampling procedures consisted of 1) non-probability sampling for the identification of the key informants and 2) a random sample from mailing lists provided by churches and other agencies.

This study has reinforced the idea that a strong relationship exists between people's awareness of an educational program and their participation. Both respondent groups perceived the 4-H youth program and the home economic program as "highly needed." It has also further shown that those people who participate in educational programs tend to be those who are more highly skilled, employed, middle aged and more educated.

To my father, Felipe González-Alcover
who taught me the first steps through
nature and agriculture,

To my husband, Juan López-Garriga
whose insight and encouragement gave me
the will power to make it this far,

To my son, Marti
for whom I hope to instill a love
of nature and human kind.

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CHAPTER I

INTRODUCTION

The Cooperative Extension Service (CES) was established primarily to serve the rural population, farmers and homemakers. However, over time, the CES has moved towards serving the needs of people in many aspects of life. It has been greatly affected by the interaction with other industries and agencies, and by its need to serve a broad and diversified clientele group. Programs have been developed and made available to the population at large. The preparation of several youth programs for rural and urban clientele, also nutritional prgrams created to improve the lives of low-income families are examples of these efforts. More recently, great attention had been given to issues concerning resource development and public affairs. Hence, CES must remain relevant as people's situations change. This is expecially true now, when increased emphasis to work with minority groups has been made evident throughout CES.

Hispanics, as a minority group in Ingham County, are a special segment of the population with minimal formal education. Nonformal educational programs, such

as the Cooperative Extension Service, have the potential to greatly help this sector of the population.

I. Statement of the Problem

A. Need for the Study

The purpose of the CES is to disseminate selected knowledge resources from the land-grant universities to the public in a practical manner and in a way which enables people to help themselves. Thus, the basic purpose of the CES, as described by Vines and Anderson (1976), is:

> *"To aid in diffusing among the people of the United States useful and practical information on subjects related to agriculture and home economics, and to encourage the application of the same."*

The Hispanics in Michigan, like the Hispanic residents in Ingham County, due to their lower level of education, are at a comparative disadvantage when compared with other groups (Arce and Estrada, 1983).

TABLE 1. Proportion of Hispanics, Whites and Blacks Population over age 24 who have not completed High School (1980).

	Hisp.	Whites	Blacks
State of Michigan	50.7%	30.2%	44.8%
Ingham County	49.0%	20.9%	31.0%

Any existing gap between the Hispanic clientele served by the different CES programs and those that could benefit by making use of the available programs continues as a challenge for Extension. Although participation figures are available from the CES office, very little information has been documented in regard to the scope of Hispanic participation in Michigan CES programs and the reasons for participation or lack of participation. Generally, Hispanic participation in CES programs is perceived as being low or less than anticipated based upon need.

The CES faces an enormous opportunity to reach more Hispanics with its programs and to help them cope with modern society and overcome their educational limitations by providing some practical skills and learning experiences.

The researcher hopes to provide information in regard to needs, characteristics and interests of the Hispanic population in the area. This was assumed to be particularly useful for a nonformal educational agency such as the CES in their mission of dissemination of research-based information for a broad audience. It is believed to be particularly useful to the personnel involved in program planning, where the knowledge of the target audience and their involvement in the planning process plays a significant role.

B. Objectives

This study has been planned to learn more about the present and potential Hispanic audience of the CES and to better understand their needs and interests as a basis for planning useful programs. More specifically, the objectives of this study are:

1. to identify the degree of Hispanic participation in CES programs;
2. to identify the possible reasons for participation or lack of participation in CES programs; and
3. to assess the perceived educational needs of the Hispanic population in the Ingham County area as those needs relate to the current four program areas offered by the CES in order to identify future program priorities.

2. Research questions

This study attempts to find the answers to the following questions in order to fulfill the aforementioned objectives:

a. To what extent is the Hispanic population now participating in CES programs?
b. What elements inhibit Hispanic participation in CES programs?
c. What are the perceived educational needs of Hispanics for the available CES programs? What program topics are perceived to have the most significance to the potential Hispanic audience?

3. Definition of terms

a. Assessment - research and planning activity that is focused on a specific area.

b. Educational need - the need that can be fulfilled through a nonformal educational setting, specifically, the programs and topic areas with which the CES deals.

c. Cooperative Extension Service - a nonformal education service that extends selected knowledge resources to the people of Michigan.

d. Hispanic - any person of Spanish descent or who originally was from any Spanish-speaking country in the Caribbean, Latin America or any person that considers himself/herself Mexican-American.

e. Need - the gap between what is viewed as a necessary level or condition by those responsible for this determination and that which actually exists (the difference between what is and what should be).

f. Needs assessment - Determining the needs of individuals with reference to relative importance of available services.

g. Need identification - process of describing the service needs of specified individuals/groups within a prescribed geographical area.

h. Nonformal education - any organized learning activity outside the structure of the formal system that is consicously aimed at meeting specific learning needs of a particular group in the community.

i. Participation - involvement of the Hispanic population in programs or involvement in the program planning activities.

j. Potential audience - the sector of the Hispanic population that is not currently participating in the CES programs; in the CES context it is the number of Hispanics according to the Census report in the area.

4. Limitations

This study was limited to a description and analysis of the needs as perceived by the resident Hispanic population in the Ingham County. It did not include any reference to programs, services or needs of Hispanic migrant workers or any comparison with the non-Hispanics. The findings of this study were only generalizable to the Hispanic population in the area.

The sample was drawn from a population based on the mailing lists obtained from Churches and local agencies or services that work directly with Hispanics in the community. Therefore, it is possible that some Hispanics living within the Lansing area were not included on the lists.

CHAPTER II

LITERATURE REVIEW

The purpose of this chapter is to present selected literature related to this study. The literature review for this study is divided into six sections. In the first section, an overview of the Cooperative Extension Service is presented with reference to its creation, purpose and present trends. The focus of the second section is in regard to the Cooperative Extension Service challenge on serving a broadened audience. The third, fourth and fifth sections deal with needs assessment for Extension program planning, needs assessment in general, and the different approaches to conducting a needs assessment, respectively. The last section offers a profile of Hispanics in Michigan with reference to the settlement history of Hispanics in Lansing and with specific sociodemographic information of the Hispanic residents in Ingham County (presented in a table).

The Cooperative Extension Service

The Cooperative Extension Service (CES) was established in 1914 by the Smith-Lever Act as a link between

the nation's farmers and homemakers and new technological developments in the areas of agriculture and home economics. It is an educational program supported jointly by federal, state and local governments with the purpose of disseminating the knowledge base from the land-grant universities to the public in a practical manner. Such educational programs are responsive to the people's need to increase their individual and collective well-being (Prawl, 1984). The CES may be viewed as a dynamic educational system oriented to the delivery of educational programs to meet the changing needs of a diverse public, and by other educational means designed to "help people help themselves" (Vines and Anderson, 1976).

In the beginning, the CES assumed, for programming purposes, that it's audience was relatively homogeneous. In the early decades, that was a logical assumption because the primary concern was with the agricultural audience and most farms were relatively small and largely self-sufficient (Nolan and Lasley, 1979). The present trend of the CES program is toward a broadened concept of the clientele and services. In order to provide services for a broad clientele, it is important for CES personnel to know the perceptions and awareness that potential audiences have toward CES (Cosner and Key, 1981). Furthermore, new programs based on client-felt needs, characteristics and interests should be

developed to maintain the present economic trend and overall social situation.

CES Broadened Audience

Over the years, many new programs have been added to the CES in response to the demands of a broadened audience. Extension faced an expanding audience at a time of rapid social and economic changes. The creation of new programs has resulted as a consequence of efforts to identify the needs of the clientele and to set program priorities, and the need for identification of strategies to increase effectiveness and efficiency in working with minority groups (Yep and Riggs, 1978).

As reported in the Evaluation of Economic and Social Consequences of Cooperative Extension Programs there are several reasons for the program expansion. One is the constantly growing need for Extension assistance by new, as well as traditional clientele. Many new groups, including Federal departments and agencies, look for CES assistance. Another reason is the tradition of not restricting CES to commercial agriculture. Civil Rights rules and regulations, especially those concerning affirmative action, also have done much to broaden CES's clientele.

Currently, great effort has been made by the CES to involve minorities, as well as low-income and handicappers,

in the different progams offered. The methods used are: 1) the establishment of a network with existing agencies/ organizations; 2) the recruitment and involvement of representatives of those groups as volunteers; 3) the dissemination of CES information through public channels; 4) the expansion of program offerings in key locations; and 5) specialized services to attract those audiences (special events, scholarships, personalized outreach, etc.)[1]

Studies which focused on the identification of Extension's clientele are few in number. A survey conducted in Oklahoma by Cosner and Key (1981), indicates that Extension has more contact with people who have higher income levels, higher educational levels, and who are not members of minority groups. (This was also confirmed in Warner and Christenson's National Survey, 1984).

When dealing with a specific minority group (for example, Hispanics), it can be found that although participation figures are available from the CES office, very little information has been documented regarding the scope of their participation in CES programs: generally, it is assumed to be low. Why is that happening?

Crawford (1980) noted that the underuse of service agencies is based partially on an assumed higher need

[1]see: Michigan CES Five Year Plan of Work, Civil Rights/ Equal Opportunity section, 1984-87.

among those with very low access to society's resources. In light of this circumstance, the main concern of researchers, policymakers, and providers must be: 1) defining the needs of disadvantaged groups in terms of demographic and personal characteristics that describe the group; and 2) clarifying the nature and prevalence of barriers which prevent the use of the services.

Researchers from California working for the Asociacion Nacional Pro Personas Mayores found, through an analysis of the literature, that four main themes have dominated attempts to explain low use of social services by Hispanics: 1) Mexican "folk culture" wields a powerful influence in the barrio (neighborhood), 2) Mexican-Americans seek social support from family rather than from institutions, 3) socioeconomic characteristics, such as income and education, determine use of services, and 4) racism and cultural prejudice have prevented Hispanics from utilizing anglo services.

Needs Assessment for Extension Program Planning

Now, one may ask, what do clients need and how can those needs be met? As mentioned by Whitted (1983), the CES has always relied upon needs assessment to prioritize the programs available to the clientele it serves. Warheit (1974) defines needs assessment as an attempt to enumerate the needs of a population living in a community.

In order to do so, Smith (1981) recommends that needs assessment should invove regular clientele as well as non-participants. Though not all of the public uses Extensions programs, a large percentage is expected to be aware of their existance.

> "Knowledge of existance of government agencies is an important determinant of utilization" (Katz, et al. 1977)

This level of awareness can be determined by asking people whether they have heard of the CES or its programs (Warner and Christenson, 1984).

The need assessment offers several advantages when planning for programs. Whitted (1983) made reference to Witkin (1977) when he mentioned that needs assessment allows the Extension agent to seek information, such as

1) to discover weaknesses and strengths in regard to the learning of the clientele;

2) to identify discrepancies of different kinds among the perceptions of different clientele groups as to how well CES is doing it's job;

3) to find unexpected/hidden needs and causes of ongoing or unresolved problems that may emerge;

4) to determine if cost effectiveness and evaluation can be used to defend the choice of programs;

5) to identify program areas;

6) to set priorities; and

7) to involve the community in the needs assessment process as to gain more support and acceptance in the resulting decisions.

A needs assessment is the starting point for all Extension programming. The most direct method of assessing needs is to ask potential learners what their interest level is for a particular educational topic. The needs assessment can be done in an informal way (coffee break discussion) or by highly structured techniques (mail survey).

Identifying educational needs of potential participants is an important component in designing educational programs. A needs assessment is a systematic way of determining these educational needs (Caffarella, 1982). Greater emphasis on program development to meet the changing needs of a diverse audience has created a sharp increase in efforts to strengthen the whose process of program planning and development.

Needs Assessment

The primary goal of a needs assessment is to generate usable information. The assessment of information helps to assure that there will be additional input to prevent the sole reliance on professional formulations of service needs and/or to prevent an overriding influence by the most vocal or powerful community groups in program planning (Attkisson, 1978). In general, a well executed needs assessment can (Berkowitz, 1982):

1) give information not known before;

2) verify (or disconfirm) what was thought to be known;

3) help prioritize the tasks that are the most important to do;

4) provide a data base;

5) relate with people not known previously and so, to extend the contact network;

6) supply feedback on what people think about activities already going on; and

7) build awareness, trust and support for program.

Needs assessment is useful in identifying those factors within the human service network which aid or impede attempts to meet those needs. First, assessment may be used to specify current and/or potential resources that can be channeled or relocated to repond to unmet needs. Second, an assessment effort is useful in gaining an understanding of the political and social value system underlying a particular social area. These values often determine what needs are identified and also tend to determine which needs receive priority in the program planning process. Finally, analysis of assessment data may suggest new interventions and may ultimately be helpful in uncovering the etiology of certain conditions (Attkinson, 1978).

Needs assessment studies monitor social area characteristics and population characteristics which influence needs, wants, and demands for human services. Especially

important in this regard are the analysis of cultural, psychological, physical and linguistic barriers to appropriate service utilization. Needs assessment analysis, therefore, must focus on issues related to population characteristics, environmental characteristics, individual citizens needs, as well as five other critical issues related to the overall effectiveness and appropriateness of the total service delivery system (Attkisson, 1978):

1) availability of services relative to population characteristics and need states of the social area;

2) accessibility of services relative to population need states, environmental characteristics and distribution of service resources;

3) awareness of service opportunities among the residents of the social area;

4) level of service integration and continuity of services; and

5) level of resources and distribution of available resources.

Generally, needs assessment is concerned with learning needs. Labeling a need as educational implies that it is capable of being satisfied by means of learning experience which can provide appropriate knowledge, skills or attitudes (Monette, 1977). In examining a specific learning group or situation, it attempts to define relevant learning needs and to identify how these needs can be met (Monette, 1979).

Approaches in Needs Assessment

Warheit (1974) suggested five approaches to conduct a needs assessment. These are: 1) the key informant approach; 2) the community forum approach; 3) the rates-under-treatment approach; 4) the social indicators approach; and 5) the field survey approach. For the purpose of this research project, the key informant and the field survey approaches were used and discussed in more detail.

1) key informant - research activity which is based on information secured from those in the area who are in a good position to know the community's needs and utilization patterns. This method offers several advantages. First, it is relatively simple and inexpensive to conduct. Second, it permits the input and interaction of a great many different individuals, each with his/her own perspective of the needs of the community. But, it can build-in some bias.

Information from key informants enables consideration of the opinions of front-line human service providers. This type of data provides important information from agency representative's opinions and beliefs about needed human services (Neuber, 1980).

2) Community forum - forum studies are designed around a series of public meetings to which all residents are invited and asked to express their beliefs about the needs and services of those in the community.

3) rates-under-treatment - based on a descriptive enumeration of persons who have utilized the services of a community, one can estimate the needs of the community from a sample of persons who have received care or treatment. Historically, this approach has been widely

used in research dealing with the prevalence of mental disorders and treatment patterns in general populations.

4) social indicators - primarily based on inference of need drawn generally from descriptive statistics found in public records and reports. It is conducted by analyzing statistics on selected factors which have been found to be highly correlated with persons in need.

5) survey - it is based on the collection of data from a sample or entire population of persons living in a community. The most common methods used are interview schedules, or questionnaires, composed of items designed to elicit information from respondents. The survey provides the most scientifically valid and reliable information obtainable about individuals regarding their needs and utilization patterns. Consequently, the utility of such facts for making decisions is of great value. Despite the great advantage mentioned above, the survey tends to be more expensive than other needs assessment approaches. Also, the reluctance of some individuals to supply information about themselves or other family members can jeopardize the validity and reliability of the results.

Neuber (1980) recommends that the accuracy of the perception of community respondents should be compared with statistical data and key informant perceptions to gain a more definitive understanding of important problems of living in each community.

Attkinsson (1978) suggests that the use of a convergent analysis in which information gathered from a range of needs assessment methods will yield a reasonably accurate identification of community needs and an assessment of the relative priorities among the needs identified.

Hispanic Profile in Michigan

The Hispanic as a component of the minority group in Michigan presents a set of unique features that need to be considered when working with this sector of the population.

Hispanics are a varied cultural/ethnical group that includes Chicanos (Mexican-Americans and Mexicans), Puerto Ricans, Cubans and a smaller number of people from other Spanish-speaking Latin American countries. This minority group is heavily represented by poor and working class people. Hispanics are predominantly urban dwellers, with about 80% of them living in cities. Though the generic label Hispanic is used widely in Michigan, Hispanics do not often use it to define themselves. It is important to recognize that cultural and linguistic differences exists between these groups and sometimes these differences are magnified when class differences are added (Saenz, 1984).

Although the Hispanic population in Michigan is not very significant demographically, several factors contribute to make it more important than sheer numbers would suggest. The Hispanic population tends to be concentrated in relatively few parts of the state, thus making it quite visible and significant in several localities in the state; Hispanics often represent a very stable and long established population of the state, with unusual growth

potential due to its relative youth; Hispanics in Michigan, like their counterparts in the rest of the country, constitute a disproportionate share of the disadvantaged (Arce and Estrada, 1983).

The April 1980 census count of Hispanics in Michigan was 162,440. This represents 1.8% of the total population of the state. The rate of Hispanic population growth in Michigan exceeds that of Whites in the state but is substantially below Hispanic growth rates in most other states. Michigan's Hispanic population tends to be concentrated in relatively few areas. Eight counties (Wayne, Oakland, Saginaw, Ingham, Kent, Genessee, Macomb and Ottawa) have more than five thousand Hispanics each; two smaller counties (Lenawee and Bay) have a significant percentage of Hispanics. These ten counties account for three-quarters of the state's Hispanic population. Wayne county alone contains 29% of the total.

TABLE 2. Country of Origin for the Hispanic Residents in Michigan and Ingham County.

	Mexico	P.R.	Cuba	Other Spanish
Michigan	69.1%	7.6%	2.6%	20.7%
Ingham County	78.3%	3.6%	2.9%	15.2%

Nearly 70% of Michigan's Hispanics are Mexican-Americans. About 10% are Puerto Rican or Cuban, and 20% other Spanish. People of Mexican origin are prominent

among Hispanics in all counties of the state. Their current distribution coincides with the presence of auto-related manufacturing or assembly plants.

Education

A salient characteristic of Michigan's population is its lower level of formal education. Of Hispanics over 24 years of age, 32% have less than six years of schooling, compared to 14% for Whites. Less than 10% have four or more years of college, as compared to nearly 15% for Whites. Michigan's Hispanics are still largely bilingual, although school-age Hispanic youth are more likely to be English speakers (Arce and Estrada, 1983).

Income

Regarding family income and poverty level, Hispanics tend to have a position intermediate between Whites and Blacks. Michigan has 18.7% of its Hispanics below the poverty level, versus 7.9% for Whites and 25.8% for Blacks.

Unemployment rates follow a similar pattern. In April 1980, the percentage of unemployed among Michigan's Hispanics, Whites and Black were 17.4%, 9.5% and 21.5% respectively. Ingham, Saginaw and Genessee counties have the most severe Hispanic unemployments totals in Michigan.

Hispanic Settlement History in Lansing*

The Mexicans came to Michigan seeking an opportunity for employment, and Michigan was known for its auto manufacturing industry and its agriculture.

Lansing has been predominantly an industrial city since the turn of the century. Although the first Chicanos (i.e., persons of Mexican descent and/or birth) came to the city between 1910 and 1920, they did not remain. The first permanent settlement dates from the mid-1930s. These early settlers came to work in the sugar beet industry which, at that time, was a major employer in the Lansing area. Still, Hispanic settlement remained minimal for years. The sugar refining plants were closed during the Depression years. There were only seven persons of Mexican birth in Lansing by 1940, only two more than had been counted in 1930.

What really created an influx of Chicanos was the Emergency Farm Labor Supply Program enacted by Congress in 1942. The workers who came under the program contributed heavily to the work force in Michigan and in Lansing. Indeed, 73% of those who came to the Lansing sugar beet refining district were Texas Chicanos. By 1950, there were 68 Mexican-born residents in the city. Because of their

*see: Hawkins, Homer C. and Thomas, Richard W. (eds.), Blacks and Chicanos in Urban Michigan. Lansing, MI: Michigan History Division, Michigan Department of State, 1979.

heavy dependency upon manual work, area Chicanos were hurt when sugar beet production underwent mechanization in the 1950's.

As mechanization continues in farming, Lansing Chicanos will need to seek other sources of income. Despite the need to move to other jobs, Lansing Chicanos have continued to live in traditional areas. In this city that means the area near the old sugar refinery, which is located on the city's north side. It is here that the Chicanos settled.

TABLE 12

Comparison of Demographic Information from Sample (mail questionnaire respondents), Census Data and Nonrespondents

Characteristics	Sample	Census	Nonresp
Age			
less than 18 years		50.0%	7.1%
19 - 24	6.8%	12.6%	7.1%
25 - 34	33.9%	17.0%	42.9%
35 - 44	25.4%	8.6%	
45 - 64	27.1%	9.2%	21.4%
65 and over	6.8%	2.6%	21.4%
Sex			
Femenine	39.0%	49.2%	21.4%
Masculine	59.3%	50.8%	78.6%
Education			
less than elemtary	6.9%	11.9%	14.3%
elementary	13.8%	31.9%	21.4%
junior high	19.0%	17.1%	14.3%
high school	43.1%	20.6%	35.7%
post high school	17.2%	18.5%	14.3%
Income			
less than $5,000	3.6%	16.5%	14.3%
$5 - 9,999	14.5%	17.2%	7.1%
$10 - 14,999	10.9%	17.6%	35.7%
$15 - 19,999	3.6%	14.4%	
$20 - 24,999	10.9%	11.9%	21.4%
$25,000 and over	49.1%	22.4%	21.4%
unknown	7.3%		
Heritage			
Mexican	70.0%	78.3%	71.4%
Puerto Rican	3.3%	3.6%	7.1%
Cuban	11.7%	2.9%	14.3%
Other Spanish	15.0%	15.2%	7.1%

Source:

Census of Population and Housing U.S. Department of Commerce, Bureau of the Census, Standard Metropolitan Area, Lansing - East Lansing; Michigan, August 1983.

TABLE 3. Demographic Information of Hispanic Residents in the Ingham County, Michigan.*

Total population	275,520
Hispanic population	10,559
Percent of total Hispanics	3.8%
Hispanic households	2,684
Age	
5-17	31.6%
18-64	52.7%
Median age	20
Education	
Elementary	31.9%
High School (1-3 years)	17.1%
High School (4 years)	20.6%
College (1-3 years)	18.5%
College (4 years)	16.9%
Labor Force	65.1%
Unemployed	19.2%
Median family income	
Income of $15,000 or less	50.4%
Income of $30,000 or more	9.2%
Below poverty level	24.9%

*Source: Census of Population and Housing, U.S. Department of Commerce, Bureau of the Census, Standard Metropolitan Area, Lansing-East Lansing, Michigan, August 1983.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to give a detailed explanation of all the steps that this researcher went through when conducting the actual research. It includes five sections: 1) the population and sample description; 2) the sampling procedures; 3) the data collection; 4) the response rate obtained and how the nonrespondents were handled; and 5) an overview of the analysis of the data.

Population and Sample Description

The target population was described as Hispanic residents in Ingham County; neither Hispanic seasonal workers nor migrant labor workers were considered. The sample frame of the Hispanic residents in the community consisted of 1,746 recognizable Spanish surnames taken from mailing lists gathered from: 1) local Hispanic churches because a good cross-section of the Hispanic population go to church and have a continual assistance; 2) agencies directly serving the Hispanics in the area; and 3) the Ingham County CES office clientele mailing

list which were built based on the willingness of people to be included in order to receive regular information from Extension. The researcher chose to use this approach trying to get a complete listing of the Hispanic population in the area. On the other hand, representation of people that have participated and that have not participated in CES programs was easily obtained. Also, a more reliable and unbiased sample with a better representation from Hispanic households in the area was achieved by using the combination of the different sources of mailing lists.

From the identified population of 1,746, the actual sample was selected at random. The sample size was 290 based on 1/6 of the total sample frame. The majority of the sampled individuals were residents of the greater Lansing area, where the Hispanic population tends to cluster mainly because: 1) the majority of them have jobs with the auto-related industry in the area; and 2) historically, they have inhabited the north side of the city (where they first settled when working for the sugar beet industry).

Sampling Procedures

The sampling procedures used were: 1) non-probability sampling* approach for the identification

*see: Warheit, G.J. et al. Planning for Change: Needs Assessment Approaches, Rockville, MD: Nat. Inst. of Mental Health, 1974, pp. 104-7; Babbie, E. Survey Research Methods, Belmont, CA: Wadsworth Pub. Co., 1973, p. 167.

of the Hispanic leaders; and 2) a random sampling procedure for the selection of Hispanic residents in the area.

Within the nonprobability sampling approach, there is the purposive sampling design. One of the techniques used in the purposive design is called "snowball sampling",* in which a Hispanic person identified as "knowledgeable" gives names of Hispanic leaders. Those influential people in the Hispanic community, were contacted by telephone and asked to identify the names of key Hispanic persons. In this way, the persons whose names were mentioned most frequently were identified as key informants.** Thirty key informants were identified as being knowledgeable of their community, its people and their needs. Of this group, sixteen were selected for interviews.

Data Collection

The data were collected through interviews with key informants, and also, by mail questionnaires to a sample of the Hispanic residents in the community. The

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*Suggested by Dr. Frank Fear, Professor of Resource Development, Department of Resource Development, Michigan State University; Sudman, Seymour, Applied Sampling, New York: Academic Press, 1976, p. 210.

**see: Cole, Jacquelyn M. and Cole, Maurice F. Advisory Councils, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1983, Appendix F; Werheit, G.J. et al., p. 28-32.

key informant approach was chosen because of its previous success with Hispanics (Delgado, 1979) and its high response rate. It also provides important information from agency representatives about their opinions and beliefs regarding needed human services (Neuber, 1980). The responses by the sample of residents compared with key informants opinions enables the development of a more accurate picture of community needs. Attkisson (1978) called this the convergent analysis technique.

Based on personal experiences conducting on-site interviews with Hispanic migrant farmworkers to determine housing improvement needed to up-grade the labor camps facilities in Michigan, this researcher found that they usually will answer that they feel everything is fine. Very often they do not give any more details. That was one of the main reasons for the use of the mail questionnaire device instead of personal interviews.

Mail questionnaires, in this sense, gave the advantage of confidentiality for the Hispanic respondents to express their opinion by selecting from the available choices and given no compromise or direct relation with personal identification. It also gave the sense of being part of a larger group.

Interviews were scheduled with the identified Hispanic leaders in the community to collect opinions from them about the educational needs and perceptions of CES potential Hispanic clientele. In this key

informant approach basically the same format was used as was used in the mail questionnaires (minor changes were made) sent to the sampled Hispanic residents.

The data gathered included three major categories: 1) awareness and participation in CES programs; 2) need or importance of CES programs in a) natural resources and public policy, b) 4-H, c) agriculture and marketing and d) home economics; and 3) demographic information about the respondent and his/her family. The respondents were asked to select among the topic areas included in each of the CES programs the ones that s/he identified as a need in his/her criteria.

The questionnaire was available in both Spanish and English for the benefit of those that might feel more comfortable or that have a better understanding of one or the other. The questionnaire device was chosen by this researcher because it has the advantage of being a standard instrument no matter whether the questions asked are close or open-ended, and also, because it offers the advantage of reaching more people in a minimum amount of time. The questionnaire was developed through pre-testing with Hispanic residents in the community, with some CES staff that had experience with Hispanic people and with MSU professors who were knowledgeable about questionnaire design.

Responses

After the mailed questionnaire packages went out, two consecutive follow-ups were sent with a two week interval between each one. As a result a 26.5% return rate was achieved.

TABLE 4. Sample Size and Questionnaires Returned.

Sample	Net Sample*	Questionnaires Returned**	% Returned
290	234	62	26.5

*Sample minus (incorrect addresses and those identified as non-Hispanic persons).
**Questionnaires were mailed to all persons in the net sample.

The relatively low rate of return made it necessary to determine the extent to which the nonrespondents were like/unlike the respondents. A "double-dip"* procedure was used for studying the nonrespondents. Once the deadline for the return of the questionnaires had passed, a random (14%) sample was drawn from the list of non-respondents. The same questions asked on the mailed questionnaire were asked by this researcher in telephone interviews over a two-week period. After several attempts to reach the people by phone during the day,

*see: Miller, Larry E. and Smith, Keith L. "Handling Non-response Issue." Journal of Extension (Sept./Oct. 1983), pp. 45-50.

the actual contacts were made during the evenings (most people work or were busy during the day time).

TABLE 5. Nonrespondent Sample Size and Completed Interviews.

Nonrespondents			Completed Interviews**	
Total	Sample	Net Sample	Number	Percent
172	29	22*	14	63.6

*Two persons had recently moved.
**Eight persons refused to be interviewed (illness, family problems, or "too busy").

These data from the telephone interviews were then statistically compared with the data from the mail respondents to determine similarities and differences in the responses.

Analysis of the Data

The data gathered were analyzed using Statistical Package for Social Science (SPSS) program for item analysis with frequency and percentage distribution. In addition, a T-test was conducted to compare the two samples, mailed questionnaire respondents and non-respondents.

The needs assessment analysis focused on issues related to the Hispanic population characteristics, and expressed needs and awareness of the situation. A

priority setting for consideration in future program planning by determining the rank ordering of the expressed needs from the most critical to the least critical was used.

Responses of Hispanic residents, who have used the CES programs in the past or that have not participated in CES programs were compared, with the opinions expressed by the "key informants." In this way, the researcher identified selected factors that inhibit Hispanic CES program participation. The data gathered reflect some indication as to the awareness of the CES as an agency and the programs it offers. Also, the data reveal which segment of the Hispanic population particpates in CES programs, what their needs are and so on.

CHAPTER IV

FINDINGS

The data presented in this chapter are derived from the usable responses from the sampled groups; mailed questionnaire respondents and key informants. The principal findings of this study are introduced and discussed in four sections: 1) description of the respondents; 2) awareness level; 3) participation; and 4) perceived need or importance of the four CES program area topics. In several areas, graphics or tables are presented in order to assist the reader. In addition, a section is included to present an overview or profile of the sampled groups with regard to the awareness and program participation as related to individual sample characteristics, such as age, sex, education and income. Also, the T-test results and some additional findings are included.

Description of the Respondents

Data were collected through interviews with 16 key informants and by mail questionnaires to a sample of Hispanic residents in the Ingham County. Responses from

62 completed mail questionnaires were received. Because the return rate was perceived as low, a nonrespondent procedure was utilized to determine similarities or differences between the two groups. Afterwards, a T-test was conducted where it was found that nonrespondents were not significantly different from the mail questionnaire respondents. Although there was only a 26.5% return rate for the mail questionnaires, we are more confident of the likelihood of the sample being representative of the population (see Appendix F).

When considering the age categories for the mail questionnaire respondents, the most frequently occurring age group was found to be 25-34 years of age (33.9%), followed by 45-64 years of age (27.1%). The median age for the mail questionnaire respondents was 35-44 years of age, which differs from the census data for Ingham County, that reports a median age for the Hispanic population of 20 years. The mail questionnaire respondents consisted of 39% females and 59.3% males. The ethnic backgrounds of the mail respondents were found to be: 70% Mexican; 11.7% Cuban; 3.3% Puerto Rican; and 15% other Spanish origin. They had achieved a relatively low level of formal education (43.1% had completed high school). They were mostly skilled workers and a considerable number of them maintain jobs with the auto industry in the area. They have an employment rate of 72.9%. Although a random sample was conducted, the

income level for the mail respondents (49.1% earning over $25,000 a year) appears to be somewhat higher than anticipated. Census data reported a mean income for the Hispanic population in the Ingham County at $17,204. The mean income for the mail questionnaire respondents was $20-24,999.

For the key informants, the most frequent age group was found to be 35-44 years of age (50%). Sex distribution among key informants was 37.5% for females and 56.3% for males. They were mostly of Mexican heritage (61.5%), followed by 15.4% Puerto Rican and 7.7% either Cuban or of other Spanish origin. Key informants achieved a higher level of education (53.3% have had some courses beyond the college level) and are engaged in mostly professional occupations. They are all currently employed. Income for the key informants was found to be over $25,000 per household, based on their occupational level.

TABLE 6. Hispanic Ethnic Background.

	Mexican	Puerto Rican	Cuban	Other
Mail Respondents (n = 60)	70%	3.3%	11.7%	15.0%
Key Informants (n = 13)	61.5%	15.4%	7.7%	7.7%
TOTAL*	68.5%	5.5%	10.9%	13.7%

*Total figures were drawn from data collected from the study.

Figure 1
Respondents Age Distribution

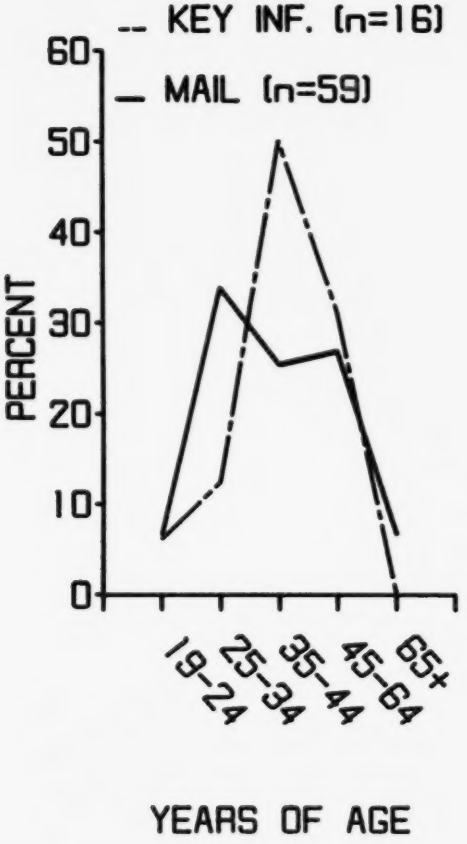


Figure 2
Educational Levels of Respondents

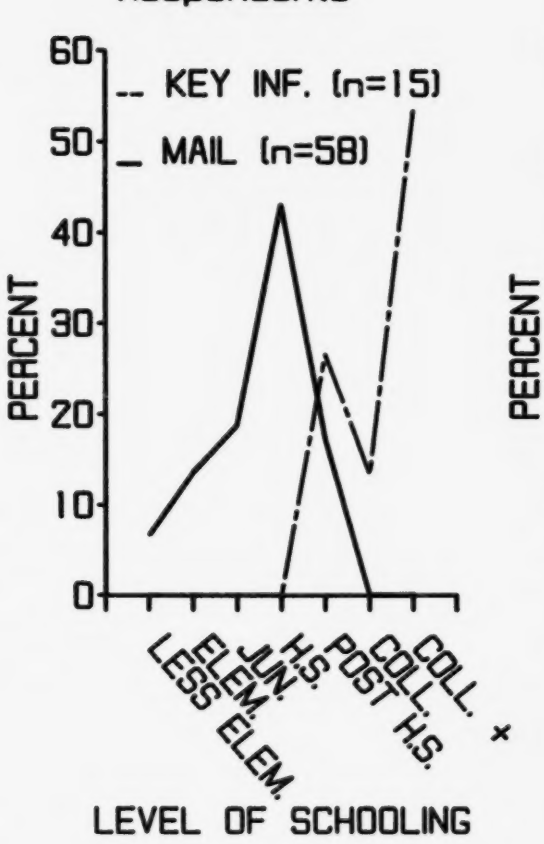
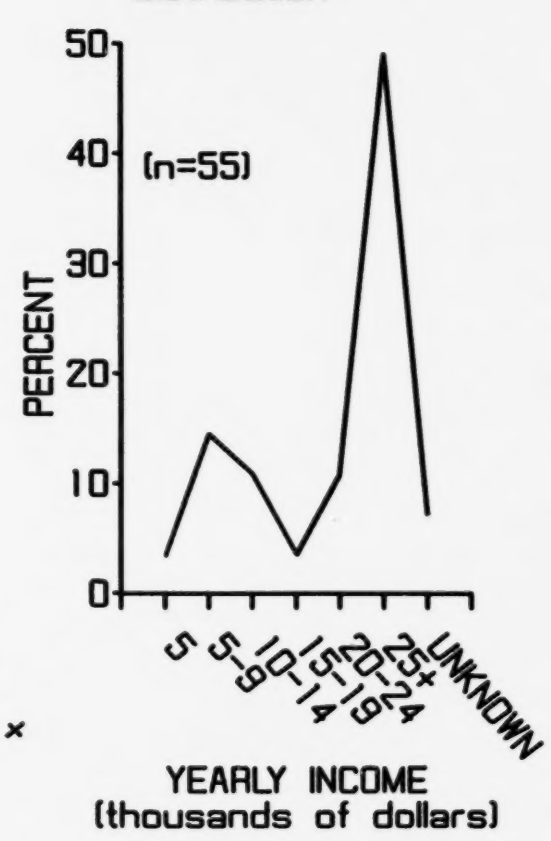


Figure 3
Mail Questionnaire Respondents Income Distribution



Awareness

In order to know the awareness level, the sampled groups were asked, *"Have you ever heard of the Ingham County or MSU Cooperative Extension Service, sometimes called Agricultural Extension Service?"* (see Appendix A). The response was found to be higher among key informants (81.3%); for the mail questionnaire respondents the response was 48.2%.

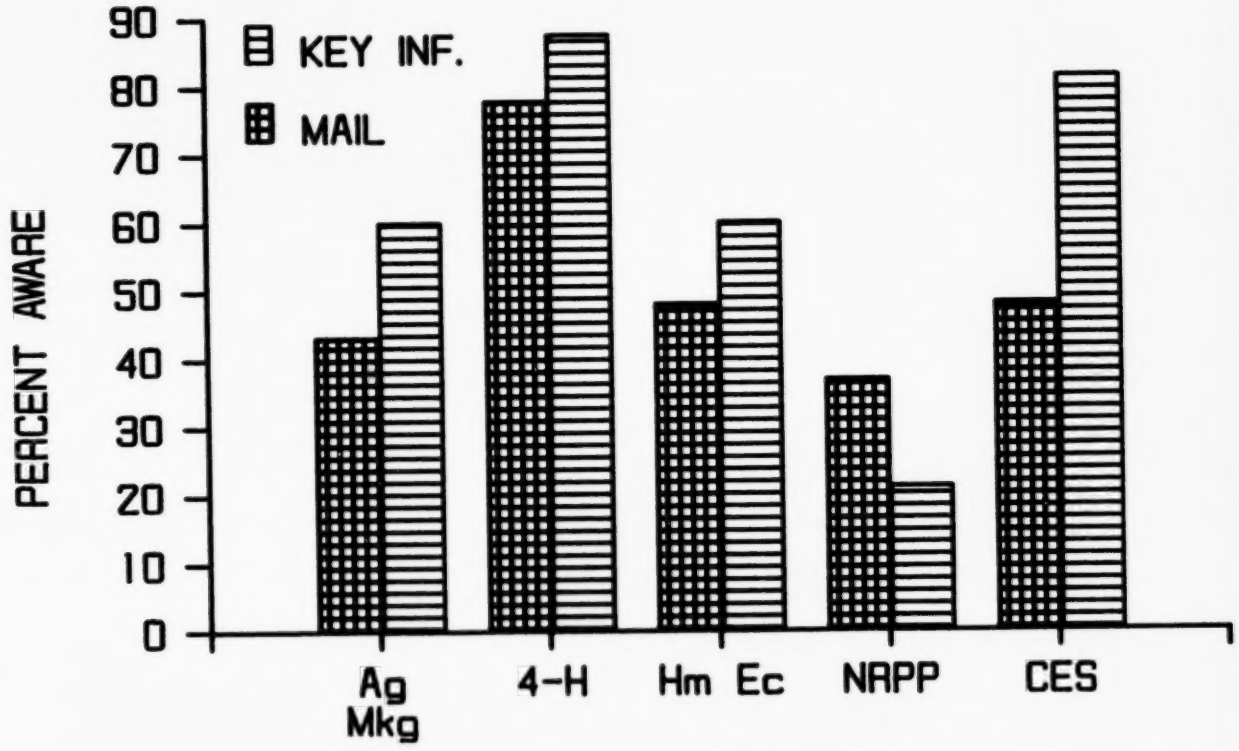
When comparing the awareness level by specific program area, in all sampled groups, the 4-H youth program showed up as the most recognizable. A high of 87.5% and 77.8% was found for the key informants and mail questionnaire respondents, respectively. Because of the agricultural tradition of the CES, one would expect a greater recognition of the agriculture and marketing program. Instead, key informants presented an awareness level of 60% for both the agriculture and home economics programs. Mail respondents have a little more awareness of the home economic program (48.1%) than for the agriculture program (43.3%). The natural resource and public policy program was found to be the least recognizable of the four program areas of Extension by both groups, as shown in Figure 4 (p. 37).

Participation

Participation in CES programs among the sampled groups was found to be 40% for key informants (n =15)

Similar awareness level figures were reported by Warner and Christenson (1984).

Figure 4
Awareness of Extension and Its Programs



and 16.4% (n = 55) for the mail questionnaire respondents.

From those mail questionnaire respondents who have participated in Extension programs in the past, it was found that they most often participate in the programs 2-3 times a month (10%, n = 30). 54.5% said they had read Extension articles in the newspaper and half of them have listened to an Extension radio or TV program sometime during the past two years. Very little volunteer work (9.1%) was reported by this sample group. Note that only 11 people from the mail questionnaire respondents completed this section of the questionnaire.

From the mail questionnaire respondents who have participated in Extension programs, 37.5% of them expressed their preference for the Cristo Rey Community Center as the most convenient place for Extension meetings, followed by the Capitol Federal Savings Bank facilities (20.8%).

Reasons for Nonparticipation

No differences were made in evidence with regard to the reasons for nonparticipation in a specific CES program area. In general, people seem to be interested in the home economics topic areas. One person wrote in the space provided at the bottom of the home economic section of the questionnaire: "This particular program

could really help me and I believe will help and benefit others."

For the nonrespondents and for the mail questionnaire respondents, the common reasons for the unwillingness to take advantage of the programs was found to be as follows: 1) too busy, no time available; 2) depends on schedule available; 3) would have to know more details or information of the various programs offered; and 4) too old to participate. Specific comments were mentioned for the 4-H youth program and for the agriculture and marketing program. Some respondents said: "I offered services a number of years ago in our area and I was "turned-off" as I was not an "old 4-H person." They also said that they would participate if their children got involved. For the agriculture program, some of the respondents mentioned they were not farmers, not interested in growing things, and that too many farmers are in financial trouble.

Furthermore, the key informants were asked what their perception for the Hispanic unwillingness to participate in Extension programs was. They mentioned that: 1) it depends on the family income level (low-income families generally do not get involved in activities in the community); 2) unemployment is very high in the Hispanic community (they need to cope with that situation); 3) if the Extension materials are presented by a Hispanic, there will be better

participation; 4) if the meetings are held in places near their homes and close to their interests, Hispanics are more likely to attend; 5) lack of bilingual information about CES programs hinders attendance; 6) Extension staff need to know the people; 7) lack of knowledge of services provided is a hindrance; 8) there is a lack of motivation on the part of the Hispanics; 9) the programs offered do not necessarily meet the cultural aspects of Hispanics; and 10) language may be a problem.

Although only 14.8% (n = 27) of the mail respondents identified English language as a problem for program participation, key informants perceived a great need for bilingual programs in order to be effective in disseminating program content. The key informants, with an average of 13.9 years of working in the community, agreed (92.9%) that Hispanics have little understanding of the English language, especially those persons over 40 years of age.

Program Priorities

To determine program priorities, the respondents were asked to select, among the topic areas included in each of the four CES programs, the ones that s/he identify as a need in his/her criteria. After that, a rank ordering of the expressed needs was established based on the mean values from those who answered each item. The results are presented in tables by CES program area.

All topics listed for the home economic program area were found to have a mean of 3 (moderate need) or more. Table 7 (p. 43) shows a comparison of means for the home economic program topics between sample (mail respondents) and key informants where the means were rank ordered for the sample to illustrate priorities. There was a high need for most of the topics under the home economic program. Marketing home produced goods and services was rank ordered low, based on the mean value by the mail questionnaire respondents. In contrast, the key informants lower mean value for the perceived need on the topics included in the home economic program was reported to be weight control and fitness.

A great need was identified under the 4-H youth program (Table 8) for food and nutrition, family and group relation, careers, developing leadership in youth and caring for kids. A moderate need was found for environmental education, personal appearance, working with handicappers and growing flowers, fruits and vegetables. Very low need was perceived for shooting sports and clowning.

For the agriculture and marketing (Ag Mkg) program (Table 9), priorities were set for home vegetable production and home fruit production. Some differences in perception were found for soil conservation, farm land preservation, farmer to consumer market, and crop production. The sampled group, mail questionnaire

respondents, identified a moderate need for the aforementioned topic areas, but a low need for the same topics was perceived by the key informants. Very low need was found for raising pleasure horses.

Priorities for the natural resources and public policy (NRPP) program (Table 10) were set for understanding local government, community development, leadership training and development, and tax policies for state and local government. Differences in priorities were found for oil and gas development, land use planning and management and wood for energy, where the mail respondent (sample) expressed a moderate need for them; instead, the key informants perceived a low need in those areas for Hispanics. Very low need was reported for maple syrup production, followed by woodlot management and pond management.

Some respondents expressed their concern and interest to get some information about other topics not listed as CES program topic areas. Under the natural resources and public policy they mentioned topics such as small business development and toxic substances effect on environment, for example, on pesticides. For the 4-H youth program they expressed their concern for information regarding morals and values, and child abuse. Budgeting and family dynamics were mentioned as topics of interest under the home economic program.

TABLE 7. Mean Values for Ratings of Importance for Topic Areas in Home Economic Program.

Topic	Mean Values*	
	Sample	Key Informants
Health Care	3.70	3.29
Coping with Inflation	3.61	3.43
Home Energy Conservation	3.60	3.58
Weight Control and Fitness	3.59	3.08
Parenting	3.58	3.53
Self-Esteem	3.57	3.53
Stress and Depression	3.57	3.40
Management of Food for Low-Income Families	3.57	3.36
Family Financial Planning	3.54	3.73
Planning for Retirement	3.54	3.40
Changing Values and Life Styles	3.51	3.43
Healthy Diets	3.50	3.50
Public Affairs	3.50	3.21
Cutting Food Costs	3.50	3.53
Food Preservation	3.47	3.39
Coping with Unemployment	3.46	3.36
Home Maintenance and Repairs	3.40	3.58
Leadership Development	3.39	3.40
Marketing Home Produced Goods and Services	3.06	3.36

*Mean values calculated from assigned values for High Need (4), Moderate Need (3), Low Need (2) and No Need (1).

TABLE 8. Mean Values for Ratings of Importance for Topic Areas in 4-H Youth Program.

Topic	Mean Values*	
	Sample	Key Informants
Food and nutrition	3.74	3.81
Family and Group Relation	3.69	3.73
Careers	3.67	3.79
Developing Leadership in Youth	3.66	3.81
Caring for Kids	3.62	3.60
Environmental Education	3.45	3.42
Personal Appearance	3.44	3.08
Growing Flowers, Fruits and Vegetables	3.35	3.21
Working with Handicappers	3.35	3.14
Dairy Production	3.14	3.82
Field Crop Production	3.12	3.27
Crafts	3.10	3.15
Bicycling	2.96	2.92
Photography	2.94	3.00
Livestock Production	2.92	2.58
Dog Care and Training	2.74	2.67
Raising Rabbits and Poultry	2.63	2.73
Horses	2.61	2.58
Entomology	2.54	2.42
Raising Goats	2.53	2.67
Clowning	2.50	2.17
Shooting Sports	2.46	2.08

*Mean values calculated from assigned values for High Need (4), Moderate Need (3), Low Need (2), and No Need (1).

TABLE 9. Mean Values for Ratings of Importance for Topic Areas in Agriculture and Marketing Program.

Topic	Mean Values*	
	Sample	Key Informants
Home Vegetable Production	3.42	3.36
Home Fruit Production	3.42	3.31
Soil Conservation	3.39	2.85
Farm Land Preservation	3.33	2.92
Farmer to Consumer Market	3.29	2.86
Crop Production	3.28	2.77
Organic Gardening	3.28	3.15
Pesticide Use on Farm	3.26	3.00
Agriculture Commodity Marketing	3.22	2.79
Pesticide Use in the Home and Garden	3.21	3.15
Farm Business Management	3.21	2.79
Property and Inheritance Estate Planning	3.16	2.69
Farm Taxes	3.15	2.78
Understanding Soil Testing	3.10	3.07
Commercial Fruit, Vegetables and Turf	3.10	2.92
Livestock Production	3.10	2.46
Landscape Maintenance	3.09	2.79
Greenhouse for House Plants	2.90	2.85
Indoor Plants	2.90	2.64
Raising Pleasure Horses	2.42	2.15

*Mean values calculated from assigned values for High Need (4), Moderate Need (3), Low Need (2) and No Need (1).

TABLE 10. Mean Values for Ratings of Importance for Topic Areas in Natural Resources and Public Policy Program.

Topic	Mean Value*	
	Sample	Key Informants
Understanding Local Government	3.49	3.13
Community Development	3.47	3.38
Leadership Training and Development	3.36	3.25
Tax Policies for State and Local Government	3.35	3.00
Oil and Gas Development	3.22	2.57
Land Use Planning and Management	3.20	2.50
Wood for Energy	3.08	2.40
Development of Wild Life Habitat	2.94	2.36
Woodlot Management	2.87	2.29
Pond Management	2.64	2.21
Maple Syrup Production	2.59	2.21

*Mean values calculated from assigned values for High Need (4), Moderate Need (3), Low Need (2), and No Need (1).

Awareness and Program Participant's Profile

This section covers an overview of respondent's characteristics as they related to the awareness and to the participation in CES programs. None of the cross-tabulations used to obtain this information evidenced a statistically significant relationship between variables.

Mail Questionnaire Respondents

Mail respondents (n = 54) over 45 years of age were more likely to be aware of CES as an agency; people 34 years of age or younger were less likely to be aware and an almost equal proportion of those between 35-44 years of age were aware or unaware. Females were less aware of CES as an agency than males. There was relatively little difference in the level of awareness of the CES as an agency based on the level of schooling completed. Those who were not employed were less likely to be aware. Almost no difference was reported when considering the income categories; however, those who received $10-14,999 were more likely to be aware and those who received $20-24,999 were less likely to be aware of CES.

Awareness of the agriculture programs in the Mail Respondent group shows that people over 45 years of age were more likely to be aware, people 44 years or younger were less likely to be aware. Both females and males are less likely to be aware of the agriculture

program. Considering the educational level it was found that those who got some training beyond high school were more likely to be aware of the program. Both employed and unemployed were less likely to be aware of the agriculture program. There was relatively little difference in the level of awareness of the agriculture programs based on income; mail questionnaire respondents were mostly unaware.

The awareness for the 4-H youth program among the mail respondents was found to be high for all age categories. Both females and males were highly aware of the program. There was a high awareness level for the 4-H youth program in regard to the school achievement, however, those with post high school training were less likely to be aware. People employed were more likely to be aware. There was relatively little difference in the level of awareness of the 4-H program based on income, they were mostly aware.

The awareness of the home economic program indicates that those 25-34 and over 65 years of age were more likely to be aware of the program. Females were less likely to be aware than males. Those whose educational level was junior high or less were more likely to be aware of the home economic program. Those unemployed were more likely to be aware of the home economic program. People whose yearly income was $5-9,999 were more likely to be aware of the program.

The awareness level for the natural resource and public policy program was reported to be more likely in people 45-64 years of age. Both females and males showed a low awareness for the program. Only people with post-high school training were more likely to be aware of the program. Low awareness was reported for those both employed or unemployed. Also, a low awareness level was found among the different income categories.

Participation in CES programs by the Mail Respondent Group was indicated to be high among those from 25-64 years of age. Males were less likely to participate in CES programs. There was relatively little difference in the participation based on schooling completed, employment and income.

Key Informants

Among key informants, those who are 35-44 or 45-64 years of age were more likely to be aware of the CES as an agency. Females were more likely to be aware of CES. When considering the educational level, those who studied beyond the baccalaureate degree or who had some post-high school training were more likely to be aware.

For the agriculture program, those key informants 35-44 years of age were more likely to be aware of the program. Females were more likely to be aware of the agriculture program. Those with post-high school training or beyond the baccalaureate degree were more likely to be aware.

Awareness for the 4-H youth program was found to be higher among those key informants between 25-64 years of age. Both females and males were highly aware of the program. There was relatively little difference in awareness for the 4-H youth program based on the educational levels. They were more likely to be aware.

Awareness for the home economic program was higher for those 35-64 years of age. Females were more likely to be aware of the program. Those with an educational level beyond high school were more likely to be aware of the program.

For the natural resources and public policy program the key informants most likely to be aware of the program were those 19-24 years of age. Both females and males were more likely to be unaware of the program. There was relatively little difference in awareness for the natural resources and public policy program. When considering the educational level of the key informants, they were less likely to be aware of the program.

Participation in CES programs by the key informants was more likely for those 19-24 or 35-44 years of age. Males were less likely to be the participants in the programs. Those who had some post-high school training or who had a baccalaureate degree were more likely to be participants in the programs.

T-test Results

A T-test was conducted between the nonrespondents and the mail questionnaire respondents in order to determine statistical similarities between the two groups. No significant statistical difference between means was found for awareness, participation, or for the demographic characteristics. Some exceptions, though, came across when considering the perceived need for some specific CES program topic areas (see Appendix E).

For the natural resources and public policy topic areas, the oil and gas development, maple syrup production, and land use planning and management were found to have a statistically significant difference in their means. Nonrespondents were less likely to see the NRPP program topic areas as needed. For the 4-H youth program, the topic areas of field crop production, dairy production, environmental education and raising goats were the ones found statistically different. Nonrespondents were less likely to see these 4-H program topic areas as needed. For the agriculture and marketing program, it was found that the topic areas included in this program present significant differences in their means. No differences were found among the means of the topic areas included under the home economic program.

Additional Findings

When asked, "What was the most effective way to inform you and your family about services provided by agencies in your community?", both, mail questionnaire respondents and key informants (43.3% and 46.7%, respectively) agreed that television was the most effective way to inform Hispanics. This was reinforced when conducting the phone interviews with the non-respondents that one person said "I watch TV and if I don't see the information there, I don't trust it."

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study surveyed a sample of the Hispanic residents in the Lansing, Michigan area where data were gathered from two groups. Key informants and mail questionnaire respondents were asked to:

a) assess the degree to which that population participates in and is aware of, the Cooperative Extension Services (CES);

b) to identify the possible reasons for participation in CES programs, and

c) to assess the educational needs of Hispanics in the Lansing area as those needs relate to the current program area topics offered by the CES and to identify priorities for future programs.

The two groups were found to be different in a variety of areas, such as awareness level, participation level and in their characteristics, for example, income, education and employment.

Conclusions

Based on the data acquired from this study, the key conclusions are as follows:

1. Hispanic residents in the Lansing area have a very low level of participation in CES programs.

2. This study has reinforced the idea that a strong relationship exists between people's awareness of an educational program and their participation. It has also further shown that those who participate in educational programs tend to be those who are more highly skilled, employed, middle aged and more educated.

   a) Higher income Hispanics are more likely to get involved in community activities offered to the general public.

   b) The bias toward higher levels of income for the mail questionnaire respondents (anticipated versus found) may be attributed to the possibility that people earning more might be more willing to answer the questions.

3. The most frequently mentioned reasons for Hispanic nonparticipation in CES programs were (and arranged in descending order):

   a) no time available to participate;

   b) too old to participate;

   c) lack of awareness of services provided as expressed by the need for more information about the programs offered;

   d) depends on family income and location where meetings are held;

   e) lack of bilingual information; and

   f) language problem.

4. Priorities for the 4-H youth programs serving the Hispanic audience should be made on the following program area topics: food and nutrition, family and group relationships, careers, youth leadership, caring for kids. For the home economics program area the high priority topics include coping with inflation, home energy conservation, weight control and fitness, parenting and self-esteem.

5. There was a relatively low awareness of the NRPP and AG Mkg programs when compared to the two other CES programs. The lack of knowledge or visibility of the NRPP program could account for it; for the Ag Mkg program, misconceptions about the agriculture business can be pointed out as the possible reasons.

6. Young respondents (less than 35 years of age) were less aware of Extension programs than persons in the older age groups.

7. There was a difference between the means for the perceived needs identified by the mail questionnaire respondents and the perceived needs identified by the key informants in several of the CES program topic areas. Individuals in the community may have some needs that they feel are important, but the leaders as observers of the group, may not perceive the needs in the same way.

Recommendations

The recommendations that follow are based on data obtained from the survey and the literature review:

1. Given that not all Hispanics know English, it is important that information about programs be distributed in Spanish. The need exists for bilingual and bicultural programs sensitive to Hispanic needs.

2. In order to communicate effectively with the Hispanic community for planning and conducting CES programs, it may be necessary to employ more Hispanics or to hire persons with Spanish speaking abilities. This would add additional awareness and understanding of the Hispanic cultural lifestyles to help Extension staff work more effectively with this minority group. This approach would be expected to result in a higher level of participation if the program content appealed to their needs.

3. Educational programs or materials distributed to this audience should be simple and easy to understand, so that Extension personnel can be able to reach the needs of the people at a level that people can understand.

4. Increased use of media, especially radio and television, appears to be appropriate for the delivery of information and to create awareness throughout the Hispanic community about educational programs.

5. The most effective way to gather information from Hispanics is through personal interviews or informal talks. According to Delgado* and the present study findings, personal interviews are a better method for gathering data from Hispanics since they prefer personal, rather than impersonal, contacts.

Implications for Further Research

There is a need for further research that focuses on the identification of strategies that helps to increase effectiveness and efficiency for the Cooperative Extension Service staff and other nonformal educational agencies to work with Hispanics and/or other minority groups. Examples of some specific questions to be addressed are:

a) What can be done to interest those who normally do not get involved in community activities and are the ones with great needs?

b) How do Hispanics and/or other minority groups feel about the quality and value of Extension and its programs?

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*Delgado, M. "Grass-Roots Model for Needs Assessment in Hispanic Community." Child Welfare 58(9):571-6.

c) What methods are being used by Hispanics and/or other minority groups to obtain Extension information?

d) How well is Extension reaching special audiences, such as minority groups?

Younger respondents were not as aware of CES as older respondents. Participation differences based upon age were not clearly defined. Hence, studies should be developed to more precisely assess the degree of participation by younger audiences (especially young minority people) which could have far reaching impact on the future of Extension and the programs it offers.

The impact from relying only on "resource people" for information or leaders in the community to assess the needs of a target audience for program planning purposes needs further research.

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LIST OF REFERENCES

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APPENDICES

APPENDIX A

Mail Questionnaire Example

INTRODUCTION

Your responses to the questions included in the following three-part questionnaire will be helpful in getting more educational services to the Hispanic population in the Lansing area.

The questionnaire seeks information about your use of the Cooperative Extension Service (Part I), the importance of various possible programs (Part II), and finally, some information about you and your family (Part III).

Your responses will be used to plan some programs especially for the Hispanic community. If you start answering the questions in the English version, please finish it that way.

PART I Use of Extension Services

	Yes (Circle One Letter)	No
1. Have you ever heard of the Ingham County or MSU Cooperative Extension Service (CES)... some people know of it as the Agricultural Extension Service?.....	Y	N
2. Have you ever heard of the		
Agricultural or Marketing Program?.....	Y	N
4-H Youth Program?.....	Y	N
Family Living Education Program or Home Economics?.	Y	N
Natural Resource and Public Policy Program?.....	Y	N
3. Do you think that CES offers programs for you?.....	Y	N
4. Have you ever participated in Extension Programs?....	Y	N

If you answered NO in the question number 4, skip the remainder of this Section and answer the questions on PART II.

5. In the past two (2) years, have you or your family		
Visited or called the Extension Service?.....	Y	N
Received an Extension Bulletin or Newsletter?.....	Y	N
Listened to an Extension Radio or TV Program?.....	Y	N
Read Extension Articles in the Newspaper?.....	Y	N
Attended an Extension Sponsored Meeting or Activity?	Y	N
Served as a Volunteer or Planning Committee Member?.	Y	N
Served as a 4-H Leader?.....	Y	N

INTRODUCCION

Su respuesta a las preguntas contenidas en el siguiente cuestionario servirán para obtener mas servicios educacionales para los hispanos en el condado de Ingham.

El cuestionario trata de obtener información sobre el uso de los progaramas de Extensión (PRTE I), la importancia de varios programas (PRTE II) y finalmente alguna información personal y de su familia (PARTE III).

Su respuesta será usada para el planeo de programas para hispanos. Si comienza a contestar las preguntas en la parte que aparece en español, por favor termine todas sus contestaciones en español.

PARTE I Uso de los Servicios de Extension

Por favor, marque con un círculo la letra (S) si su respuesta es Si o con una (N) si su respuesta es No.

	Si	No
1. ¿Ha oído usted hablar del condado de Ingham o MSU Cooperative Extension Service (CES)...mucha gente lo conoce como Servicio de Extensión Agrícola.....	S	N
2. ¿Ha oído usted hablar alguna vez de		
Programas de agricultura y mercadeo (compra y venta)?	S	N
Programas 4-H para jóvenes?.....	S	N
Programas de economía doméstica (ahorro en la casa)?	S	N
Programas de recursos naturales y asuntos públicos?.	S	N
3. ¿Cree usted que el Servicio de Extensión ofrece programas para usted?.....	S	N
4. ¿Ha participado usted antes en los programas que ofrece la agencia de Extensión?.....	S	N

Si su respuesta en la pregunta número 4 es NO, no lea las preguntas que faltan de esta sección y pase a la PARTE II.

5. ¿En los pasados dos (2) años, usted o su familia		
Visitó o llamó a las oficinas de Extensión?.....	S	N
Recibió boletines o información de Extensión?.....	S	N
Escuchó programas de Extensión por radio o televisión?	S	N
Leyó artículos de Extensión en el periódico?.....	S	N
Asistió a juntas o actividades que hace Extensión?...	S	N
Sirvió como voluntario o como miembro de comités de planeación?.....	S	N
Sirvió como líder 4-H (dirigente)?.....	S	N

6. How often did you usually participate in the Extension programs? (Please check the appropriate response.)

_____ 2 or 3 times a month

_____ once a month

_____ about 6 times a year

_____ less than 6 times a year

_____ not at all

7. Now I would like your opinion about some of the Extension programs.

	Have you participated or received information? Yes (circle one letter)	No	If yes, please rate its usefulness. Poor (circle one number)	Fair	Good	Excellent
Master Gardener Program.....	Y	N	1	2	3	4
4-H Winter Program.....	Y	N	1	2	3	4
Family Living News Notes for the new year.....	Y	N	1	2	3	4
EFNEP Newsletter with recipes.	Y	N	1	2	3	4

8. Where will be the most convenient place for you to participate in the Extension meetings? (Please check the appropriate response.)

_____ In my home

_____ At Cristo Rey Community Center

_____ Walnut Street School

_____ Mason Farm Bureau

_____ Capitol Federal Savings Bank (East Lansing and/or Holt)

_____ Township Hall (Mason and/or Delta)

_____ At Church Facilities

_____ Other (please specify) _____

9. a. Since the programs offered by the Extension Service are mostly in English, does this hinder your participation?

Yes_____ No_____

b. Any Comments or Suggestions in regard to the above question?

_____

_____

_____

6. ¿Cuántas veces participa usted en los programas de Extensión?
(Haga una X para marcar su respuesta)

____dos o tres veces al mes

____una vez al mes

____como 6 veces al año

____menos de 6 veces al año

____casi nunca

7. Ahora me gustaría saber su opinión acerca de algunos programas de Extensión.

	Ha participado usted o recibido información		Si contesta si, ¿cómo encuentra los programas?			
	Si	NO	Malo	Regular	Bueno	Excelente
Master Gardener Program.....	S	N	1	2	3	4
Programas 4-H en invierno.....	S	N	1	2	3	4
Family living news notes for for the new year.....	S	N	1	2	3	4
EFNEP newsletters with recipes	S	N	1	2	3	4

8. ¿Dónde sería el mejor lugar para usted asistir a las juntas de Extensión?
(Haga una X para marcar su respuesta)

____ en mi casa

____ en Cristo Rey Community Center

____ Walnut St. School

____ Mason Farm Bureau

____ Capitol Federal Savings Bank (East Lansing y/o Holt)

____ Township Hall (Mason y/o Delta)

____ en la iglesia de su preferencia

____ otro lugar _____

9. a. Los programas que ofrece la agencia de Extensión son en inglés, ¿sería eso un problema para que usted participe en los programas de Extensión?

Si_____ No_____

b. ¿Tiene usted alguna idea o sugerencia en relación a la pregunta anterior?

_____

_____

_____

PART II Extension programs available in the Ingham County

Please use the following system to indicate the level of need or importance for helping you in your daily life that you see as appropriate for each item in the following sections.

A. Natural Resources and Public Policy assist in the wise development and utilization of our natural resources, as well as provides public affairs education.

	Importance			
	High Need	Moderate Need	Low Need	No Need
	(circle one number)			
1) Development of wild life habitat.....	4	3	2	1
2) Woodlot Management.....	4	3	2	1
3) Pound Management.....	4	3	2	1
4) Wood for Energy.....	4	3	2	1
5) Oil and Gas Development.....	4	3	2	1
6) Maple Syrup Production.....	4	3	2	1
7) Understanding Local Government.....	4	3	2	1
8) Tax Policies for State and Local Finance.....	4	3	2	1
9) Leadership Training and Development (how to coordinate, plan and carry out meetings).....	4	3	2	1
10) Land Use Planning and Management.....	4	3	2	1
11) Community Development (identify people and Money to Improve the Community)....	4	3	2	1
12) Other _____	4	3	2	1

Participation in the Extension Programs is voluntary and at no cost for the participants. The activities are held locally in the community or neighborhood.

Would you like to participate in the programs that you selected as having a high need?

Yes_____ No_____ Maybe_____

If your answer is NO or Maybe, could you share with me the possible reasons why you are unwilling to take advantage of the programs?

_____

_____

PARTE II Programas de Extensión en el condado de Ingham

Por favor, use el siguiente sistema para indicar el nivel de importancia o necesidad que usted considere apropiado para ayudarle en su vida diaria en cada uno de los siguientes temas en esta sección.

A. Recursos naturales (animales, bosques, lagos y rios) y asuntos públicos (conocer el gobierno, participación para mejorar su vecindario) orienta en el desarrollo y utilización de nuestros recursos naturales y ofrece educación sobre asuntos públicos.

Por favor, haga un círculo alrededor del número de su respuesta, por ejemplo ③

	Importancia o necesidad			
	Mucha	Moderada	Poca	Ninguna
1) Desarrollo de vida silvestre (peces, patos, venados y otros animales).....	4	3	2	1
2) Mantenimiento de los recursos madereros	4	3	2	1
3) Manejo de estanques o charcas.....	4	3	2	1
4) Uso de madera para energía (calor en la casa).....	4	3	2	1
5) Desarrollo de yacimientos de gases naturales.....	4	3	2	1
6) Producción de sirop de maple.....	4	3	2	1
7) Conozca su gobierno local.....	4	3	2	1
8) Impuestos y finanzas de gobierno.....	4	3	2	1
9) Desarrollo de liderazgo (como organizar y dirigir las juntas).....	4	3	2	1
10) Planeo y manejo del uso de la tierra..	4	3	2	1
11) Desarrollo de la comunidad (organizarse para mejorar su vecindario).....	4	3	2	1
12) Otros programas_____	4	3	2	1

La participación en los programas de Extensión es voluntaria y no cuesta nada a los participantes. Las actividades son llevadas a cabo localmente en la vecindad o en su barrio.

¿Le gustaría participar en los programas que usted marcó como de mucha necesidad?

Si_____ NO_____ Quizas_____

Si su respuesta a la pregunta anterior es NO o QUIZAS, ¿podría usted decirme las posibles razones por las cuales usted no esta segura de entrar en estos programas?

_____

_____

_____

B. 4-H programs are designed to provide unique experiences for the development of young people. Programs are guided by the philosophy that Michigan's most important resource is its youth, and that today's young people will be tomorrow's leaders. 4-H programs are open to all youth groups and leaders.

	Importance			
	High Need	Moderate Need	Low Need	No Need
	(circle one number)			
1) Bicycling	4	3	2	1
2) Crafts	4	3	2	1
3) Careers	4	3	2	1
4) Clowning	4	3	2	1
5)Field Crop Production	4	3	2	1
6) Dairy Production	4	3	2	1
7) Dog Care and Training	4	3	2	1
8) Environmental Education	4	3	2	1
9) Caring for Kids	4	3	2	1
10) Foods and Nutrition	4	3	2	1
11) Developing Leadership in Youth	4	3	2	1
12) Livestock Production	4	3	2	1
13) Raising Goats	4	3	2	1
14) Growing Flowers, Fruits and Vegetables	4	3	2	1
15) Personal Appearances	4	3	2	1
16) Photography	4	3	2	1
17) Raising Rabbits and Poultry	4	3	2	1
18) Horses	4	3	2	1
19) Entomology (insects)	4	3	2	1
20) Shooting Sports	4	3	2	1
21) Family and Group Relation/Stress	4	3	2	1
22) Working with Handicappers	4	3	2	1
23) Other_____	4	3	2	1

Would you like to participate in the programs that you selected as high needed?

Yes _____ NO_____ Maybe_____

If your answer is No or MAYBE, could you share with me the possible reasons why you are unwilling to take advantage of these programs?

_____

_____

_____

B. Los programas 4-H estan hechos para dar experiencias únicas en el desarrollo de la gente jóven. Los programas tienen la idea de que lo mas importante de Michigan son los jóvenes y que la gente jóven de hoy serán los líderes del mañana. Los programas 4-H los pueden usar cualquier grupo de jóvenes y líderes.

	Importancia o necesidad			
	Mucha	Moderada	Poca	Ninguna
1) Bicicletas (ciclismo).....	4	3	2	1
2) Destrezas manuales (artesanías).....	4	3	2	1
3) Oportunidades de trabajo.....	4	3	2	1
4) Actividades recreacionales (payasos, diversión).....	4	3	2	1
5) Producción de cosechas (maíz, trigo, frijóles y otros vegetales).....	4	3	2	1
6) Producción de leche, queso y mantequilla.....	4	3	2	1
7)Cuidado y entrenamiento de perros.....	4	3	2	1
8) Educación ambiental (medio ambiente)...	4	3	2	1
9) Cuidado de los niños.....	4	3	2	1
10) Comidas y su valor nutritivo (cuanto alimentan).....	4	3	2	1
11) Desarrollo de liderazgo en jóvenes (dirigir y planear las juntas).....	4	3	2	1
12) Producción de ganado (vacas, borregos, y otros animales).....	4	3	2	1
13) Crianza de chivos.....	4	3	2	1
14) Cultivo de flores, frutas y vegetales.	4	3	2	1
15) Apariencia personal (como verse mejor)	4	3	2	1
16) Fotografía.....	4	3	2	1
17) Crianza de conejos y gallinas.....	4	3	2	1
18) Caballos.....	4	3	2	1
19) Entomología (estudio de los insectos).	4	3	2	1
20) Deportes de tiro al blanco (arco y flecha).....	4	3	2	1
21)Relaciones familiares.....	4	3	2	1
22) Trabajando con incapacitados.....	4	3	2	1
23) Otros_____	4	3	2	1

¿Le gustaria participar en los programas que usted marcó como de mucha necesidad?

Si_____ No_____ Quizas_____

Si su respuesta a la pregunta anterior es NO o QUIZAS, ¿podría usted decirme las posibles razones por las cuales usted no esta segura de entrar en estos programas?

_____

_____

_____

C. Agriculture and Marketing Programs are designed to help growers produce effeciently, assure adequate supplies of high-quality agricultural products, maintain profitable farm operations and keep the state's billion-plus agricultural industry competitive in national and world markets. The same knowledge and expertise available to commercial agriculture is offered also to small farmers and home and yard clientele in a context relevant to their specific needs.

	Importance			
	High Need	Moderate Need	Low Need	No Need
	(circle one number)			
1) Home Vegetable Production.....	4	3	2	1
2) Home Fruit Production.....	4	3	2	1
3) Landscape Maintenance.....	4	3	2	1
4) Indoor Plants.....	4	3	2	1
5) Organic Gardening (using no chemicals)...	4	3	2	1
6) Farm Land Preservation.....	4	3	2	1
7) Soil Conservation.....	4	3	2	1
8) Livestock Production.....	4	3	2	1
9) Crop Production.....	4	3	2	1
10) Farmer to Consumer Marketing.....	4	3	2	1
11) Commercial Fruit, Vegetable and Turf.....	4	3	2	1
12) Greenhouse for House Plants.....	4	3	2	1
13) Agriculture Commodity Marketing.....	4	3	2	1
14) Pesticide Use in the Home and Garden.....	4	3	2	1
15) Pesticide Use on Farm.....	4	3	2	1
16) Farm Taxes.....	4	3	2	1
17) Property and Inheritance State Planning..	4	3	2	1
18) Raising Pleasure Horses.....	4	3	2	1
19) Farm Business Management.....	4	3	2	1
20) Understanding Soil Testing.....	4	3	2	1
21) Other_____	4	3	2	1

Would you like to participate in the programs that you selected as high need?

Yes_____ No_____ Maybe_____

If your answer is NO or MAYBE, could you share with me the possible reasons why you are unwilling to take advantage of these programs?

_____

_____

C. Los programas de agricultura y de ventas estan hechos para ayudar a los rancheros a producir mas y mejor, asegurarse de que van a tener productos agrícolas de alta calidad, mantener el rancho bien para que tenga ganancias y conservar la industria de agricultura de Michigan de mas de un billón de dólares a un nivel que pueda compe tir con las ventas nacionales y mundiales. El mismo conocimiento y expertos disponibles para la agricultura comercial ayudan a los ranchos chicos, las casas y los járdines según sean sus necesidades.

	Importancia o necesidad			
	Mucha	Moderada	Poca	Ninguna
1) Siembra de vegetales en su casa.....	4	3	2	1
2) Como cuidar los járdines.....	4	3	2	1
3) Siembra de frutas en su casa.....	4	3	2	1
4) Plantas para tener adentro de la casa.	4	3	2	1
5) Jardinería orgánica (como crecer las plantas sin tener que usar sustancias químicas).....	4	3	2	1
6) Cuidado de las condiciones de la tierra para uso agrícola.....	4	3	2	1
7) Conservación de suelos en general.....	4	3	2	1
8) Producción de ganado (vacas, borregos, puercos, y otros).....	4	3	2	1
9) Producción de cosechas (maíz, trigo, frijóles y otros).....	4	3	2	1
10) Venta de los productos del rancho a la gente (mercado de los rancheros)...	4	3	2	1
11) Frutas, vegetales y zacates comerciales	4	3	2	1
12) Invernaderos para plantas de la casa..	4	3	2	1
13) Venta de productos agrícolas.	4	3	2	1
14) Uso de pesticidas en la casa y en el jardín.....	4	3	2	1
15) Uso de pesticidas en el rancho.....	4	3	2	1
16) Impuestos o contribuciones (taxes) del rancho.....	4	3	2	1
17) Planeo de la herencia de propiedades..	4	3	2	1
18) Crianza de caballos para recreación (diversión).....	4	3	2	1
19) Manejo del negocio de la agricultura..	4	3	2	1
20) Interpretación de los análisis de suelo (tierra).....	4	3	2	1
21) Otro_____	4	3	2	1

¿Le gustaría participar en los programas que usted marcó como de mucha necesidad?

Si_____ No_____ Quizas_____

Si su respuesta a la pregunta anterior es NO o QUIZAS, ¿podría usted decirme las posibles razones por las cuales usted no esta segura de entrar en estos programas?

_____

_____

_____

D. Home Economics have educational programs designed to help families identify needs and offer education for improving the quality of life at home and in the community.

	Importance			
	High Need	Moderate Need	Low Need	No Need
	(circle one number)			
1) Coping with Inflation.....	4	3	2	1
2) Changing Values and Life Styles.....	4	3	2	1
3) Planning for Retirement.....	4	3	2	1
4) Marketing Home Produced Goods and Services.....	4	3	2	1
5) Coping with Unemployment.....	4	3	2	1
6) Family Financial Planning.....	4	3	2	1
7) Self-Esteem.....	4	3	2	1
8) Parenting.....	4	3	2	1
9) Home Energy Conservation.....	4	3	2	1
10) Home Maintenance and Repairs.....	4	3	2	1
11) Stress and Depression.....	4	3	2	1
12) Health Care.....	4	3	2	1
13) Healthy Diets.....	4	3	2	1
14) Food Preservation (frozen, drying, canning).....	4	3	2	1
15) Cutting Food Costs.....	4	3	2	1
16) Weight Control and Fitness.....	4	3	2	1
17) Leadership Development (how to be an effective committee member).....	4	3	2	1
18) Public Affairs (learn how government works).....	4	3	2	1
19) Management of food for low-income families.....	4	3	2	1
20) Other_____	4	3	2	1

Would you like to participate in the programs that you selected as high need?

Yes _____ No _____ Maybe _____

If your answer is NO or MAYBE, could you share with me the possible reasons you are unwilling to participate?

_____

_____

D. Economía doméstica (ahorro en la casa) tiene programas de educación hechos para ayudar a las familias a conocer mejor sus necesidades, además de que ofrece educación para mejorar la calidad de vida en la casa y en la comunidad.

	Importancia o necesidad			
	Mucha	Moderada	Poca	Ninguna
1) Que hacer con la inflación (precios altos).....	4	3	2	1
2) Cambio de valores morales y formas de vida.....	4	3	2	1
3) Planeando para cuando se retire.....	4	3	2	1
4) Venta de cosas hechas en la casa.....	4	3	2	1
5) Que hacer con el desempleo.....	4	3	2	1
6) Planeo de el dinero familiar.....	4	3	2	1
7) Estimación propia.....	4	3	2	1
8) Cuidado de los hijos.....	4	3	2	1
9) Conservación de energía en su casa (luz, calor).....	4	3	2	1
10) Mantenimiento y reparaciones de su casa.....	4	3	2	1
11) Tensión y depresión (nervios).....	4	3	2	1
12) Cuidado de la salud.....	4	3	2	1
13) Dietas buenas para su salud.....	4	3	2	1
14) Conservación de la comida (congelada, seca o enlatada).....	4	3	2	1
15) Gastando menos en la compra de alimentos.....	4	3	2	1
16) Control de peso y buena salud.....	4	3	2	1
17) Desarrollo de liderazgo (dirigir y organizar las juntas).....	4	3	2	1
18) Asuntos públicos (aprender como funciona el gobierno).....	4	3	2	1
19) Como pueden comer mejor las familias con poco dinero.....	4	3	2	1
20) Otros_____	4	3	2	1

¿Le gustaría participar en los programas que usted marcó como de mucha necesidad?

Si_____ NO_____ Quizas_____

Si su respuesta a la pregunta anterior es NO o QUIZAS, ¿podría usted decirme las posibles razones por las cuales usted no esta segura de entrar en estos programas?

_____

_____

_____

PART III Population Characteristics

Finally, I would like to ask you some personal questions. This information will help me understand your responses to the above questions and it will give some significance to the analysis of the findings.

AGAIN, ALL INFORMATION IS COMPLETELY CONFIDENTIAL.

(Please check the appropriate response.)

1) What is your present age?

_____ Under 18
_____ 19-24
_____ 25-35
_____ 35-44
_____ 45-64
_____ 65 and Over

2) Your Sex: Male_____ Female ____

3) Which is the highest level of formal education that you have completed?

_____ Elementary School (6th Grade)
_____ Junior High School (9th Grade)
_____ Completed High School (12th Grade)
_____ More than High School

4) Are you employed currently? Yes ____ No ____

If yes, What is your occupation? _____

_____

5) How many persons currently live in your household?

Number of Children (16 years and under) _____

Number of Adults _____

6) Are any of the adults in your family unemployed? Yes ___ No ___

If yes, how many? ____

7) Would you select the income category which approximates your family income? (yearly income for the adults in your household for 1984)

____ less than $5,000
____ $5,000 - 9,999
____ $10,000 - 14,999
____ $15,000 - 19,999
____ $20,000 - 24,999
____ $25,000 or more
____ Don't Know

PARTE III Características de la población

Finalmente, me gustaría hacerle algunas preguntas personales. Esta información me ayudará a comprender su respuesta en las preguntas anteriores y dará improtancia a los análisis de los resultados.

TODA LA INFORMACION ES COMPLETAMENTE CONFIDENCIAL.

Haga una X para marcar su respuesta.

1. ¿Cuál es su edad?

_____ menos de 18 años
_____ 19 - 24 años
_____ 25 - 35 años
_____ 35 - 44 años
_____ 45 - 64 años
_____ mas de 65 años

2. ¿Cuál es su sexo? Hombre_____ Mujer_____

3. ¿Cuál es el mas alto nivel de educación que usted ha completado?

_____ menos que elementary school
_____ elementary school (6to grado)
_____ junior high school (9no grado)
_____ terminó la high school (12 grado)
_____ después de high school

4. ¿Está usted trabajando? Si____ No_____

¿Cuál es su ocupación?_____

5. ¿Cuantás personas viven en su casa?

niños menores de 16 anos _____

adultos _____

6. ¿Hay algun desempleado en su familia? Si_____ No_____

Si contesta que si, ¿cuántos? _____

7. Marque usted, por favor, el ingreso aproximado de su familia. (la entrada de dinero en su casa para el año 1984)

_____ menos de $5,000
_____ $5,000 - $9,999
_____ $10,000 - $14,999
_____ $15,000 - $19,999
_____ $20,000 - $24,999
_____ $25,000 o mas
_____ no se

8) How did you identify yourself?

_____ Mexican-American

_____ Puerto Rican

_____ Cuban

_____ Other Hispanic Heritage (please specify) _____

9) What is the most effective way to inform you and your family about services provided by agencies in your community? (check one)

____ TV

____ Word of Mouth

____ Radio

____ Educational Talk (meetings)

____ Pamphlet

____ Local Newspaper

____ Other (please specify) _____

Thanks!

Use the pre-stamped and addressed envelop to return the questionnaire to:

Carmen González

410 Agriculture Hall MSU

East Lansing, MI 48823

If you have any questions or problems in answering this questionnaire, please call me at 355-5921, I will be happy to answer your questions.
(Please call after 2 o'clock in the afternoon.)

8. ¿Cómo se identifica usted?

_____ mexicano-americano

_____ puertorriqueño

_____ cubano

_____ de otro origen hispano _____

9. ¿Cuál sería la mejor forma de informarle a usted y a su familia sobre servicios que ofrecen las agencias en su comunidad o vecindario?

_____ televisión

_____ por familiares o amigos

_____ radio

_____ plática educativa de información o en juntas

_____panfletos

_____ periódico local

_____ otro _____

MUCHAS GRACIAS POR SU AYUDA

Le mando un sobre con mi dirección para que me devuelva el cuestionario a la siguiente dirección:

Carmen González
410 Agiculture Hall MSU
East Lansing, MI 48823

Si tiene alguna pregunta o duda de como contestar las preguntas, por favor, llameme por teléfono al número 355-5921, después de las 2 de la tarde y yo con mucho gusto le atenderé.

APPENDIX B

Key Informant Interview Schedule

All information is confidential, none of your responses will be associated with your name.

PART I Awareness of Extension Services

	Yes (circle one number)	No
1. Have you ever heard of the Ingham county or MSU Cooperative Extension Service (CES)... some people know of it as the Agricultural Extension Service?.....	Y	N
2. Have ever heard of the		
Agricultural or Marketing Program.....	Y	N
4-H Youth Programs.....	Y	N
Family living Education Program or Home Economics	Y	N
Natural Resource and Public Policy Program....	Y	N
3. Do you think that CES offers programs for you?.....	Y	N
4. Have you ever participated in Extension programs?..	Y	N

5. a. Since the programs offered by the Extension services are mostly in English, did you think that could be a problem for Hispanics to participate in the programs?

Yes_____ NO_____

b. Could you please, explain your answer?

_____

_____

PART II Programs offered by CES

Please use the following system to indicate the level of need or importance for helping you in your daily life that you see as appropriate for each item in the following sections.

A. Natural Resources and Public Policies assist in the wise development and utilization of our natural resources, as well as provides public affairs education.

	Importance			
	High Need	Moderate Need	Low Need	NO Need
1. Development of wild life habitat.....	4	3	2	1
2. Woodlot Management.....	4	3	2	1
3. Pond Management.....	4	3	2	1
4. Wood for energy.....	4	3	2	1
5. Oil and gas development.....	4	3	2	1
6. Maple syrup production.....	4	3	2	1
7. Understanding local government.....	4	3	2	1
8. Tax policies for state and local finance....	4	3	2	1
9. Leadership training and development.....	4	3	2	1
10. Land use planning and development.....	4	3	2	1
11. Community development.....	4	3	2	1

12. Other_____

B. 4-H programs are designed to provide unique experinces for the development of young people. Programs are guided by the philosophy that Michigan's most important resource is it's youth, and that today's young people will be tommorrow's leaders. 4-H programs are open to all youth groups and leaders.

	Importance			
	High Need	Moderate Need	Low Need	no Need
1. Bicycling.....	4	3	2	1
2. Crafts.....	4	3	2	1
3. Careers.....	4	3	2	1
4. Clowning.....	4	3	2	1
5. Field crop production.....	4	3	2	1
6. Dairy production.....	4	3	2	1
7. Dog care and training.....	4	3	2	1
8. Environmental education.....	4	3	2	1
9. Caring for kids.....	4	3	2	1
10. Foods and nutrition.....	4	3	2	1
11. Developing leadership in youth.....	4	3	2	1
12. Livestock production.....	4	3	2	1
13. Raising goats.....	4	3	2	1
14. Growing flowers, fruits and vegetables	4	3	2	1
15. Personal appearance.....	4	3	2	1
16. Photography.....	4	3	2	1
17. Raising rabbits and poultry.....	4	3	2	1
18. Horses.....-	4	3	2	1
19. Entomoloty (insects).....	4	3	2	1
20. Shooting sports.....	4	3	2	1
21. Family and group relation/stress...	4	3	2	1
22. Working with handicappers.....	4	3	2	1
23. Other_____				

C. Agriculture and Marketing programs are designed to help growers produce efficiently, assure adequate supplies of high-quality agrucutural products, maintain profitable farm operations and keep the state's billion-dollars-plus agriculture industry competitive in national and world markets. The same knowledge and expertise available to commercial agriculture is offered also to small farmers and home and yard clientele in a context relevant to their specific needs.

	Importance			
	High Need	Moderate Need	Low Need	No Need
1. Home vegetable production.....	4	3	2	1
2. Home fruit production.....	4	3	2	1
3. Landscape maintenance.....	4	3	2	1
4. Indoor plants.....	4	3	2	1
5. Organic gardening.....	4	3	2	1
6. Farm land preservation.....	4	3	2	1
7. Soil conservation.....	4	3	2	1
8. Livestock production.....	4	3	2	1
9. Crop production.....	4	3	2	1
10. Farmer to consumer marketing.....	4	3	2	1
11. Commercial fruit, vegetable and turf	4	3	2	1
12. Greenhouse for house plants.....	4	3	2	1
13. Agriculture commodity marketing....	4	3	2	1
14. Pesticide use in the home and garden	4	3	2	1
15. Pesticide use on farm.....	4	3	2	1
16. Farm taxes	4	3	2	1
17. Property and inheritance state planning	4	3	2	1
18. Raising pleasure horses.....	4	3	2	1
19. Farm business management.....	4	3	2	1
20. Understanding soil testing.....	4	3	2	1
21. Other_____				

D. Home Economics have educational programs designed to help families identify needs and offer education for improving the quality of life at home and in the community.

	Importance			
	High Need	Moderate Need	Low Need	No Need
1. Coping with inflation.....	4	3	2	1
2. Changing values and life styles.....	4	3	2	1
3. Planning for retirement.....	4	3	2	1
4. Marketing home produced good and services..	4	3	2	1
5. Coping with unemployment.....	4	3	2	1
6. Family financial planning.....	4	3	2	1
7. Self-esteem.....	4	3	2	1
8. Parenting.....	4	3	2	1
9. Home energy conservation.....	4	3	2	1
10. Home maintenance and repaires.....	4	3	2	1
11. Stress and depression.....	4	3	2	1
12. Health care.....	4	3	2	1
13. Healthy diets.....	4	3	2	1
14. Food preservation (frozen, drying, canning).	4	3	2	1
15. Cutting food costs.....	4	3	2	1
16. Weight control and fitness.....	4	3	2	1
17. Leadership development.....	4	3	2	1
18. Public affairs.....	4	3	2	1
19. Management of food for low-income families.	4	3	2	1

20. Other_____

Participation in the Extension programs is voluntary and at no cost for the participants. The activities are held locally in the community.

Did you think that the Hispanics would like to participate in the programs that you identify as highly needed?

Yes_____ No_____ Maybe_____

If no, why?_____

_____

_____

PART III Characteristis of the population

Finally, I would like to ask some questions about yourself. This information will help me understand your responses to the above questions and it will give some significance to the analysis of the findings.

AGAIN, ALL INFORMATION IS COMPLETELY CONFIDENTIAL.

1. What is your present age?

____ under 18

____ 19 -24

____ 25-35

____ 36 - 44

____ 45 - 64

____ 65 and over

2. Your sex? Male_____ Female_____

3. Which is the highest level of formal education that you have completed?

____ Less than a high school graduate

____ completed high school (12th grade)

____ some college or post- high school training

____ completed college

____ college beyond a bachellor's degree

4. What is your present occupation?

____ semi-skilled worker or apprentice craftman

____ salesworker or clerical/office worker

____ skilled worker, craftman or foreman

____ manager or proprietor

____professional or technical worker

____ unemployed

____ other _____

5. How many years have you been involved in this community?

_____Years

6. HOw did you identify yourself?

_____ Mexican-american

_____ Puerto Rican

_____ Cuban

_____ Other Hispanic heritage _____

7. Which is the most effective way to inform you about services provided by agencies in the community?

_____ TV

_____ word of mouth

_____ radio

_____ educational talk (meetings)

_____ pamphlet

_____ local newspaper

_____ other _____

In your opinion, what things inhibit Hispanic participation in CES programs?

_____

_____

_____

_____

_____

APPENDIX C

Sample Cover Letter for the Mail Questionnaires

DEPARTMENT OF AGRICULTURAL & EXTENSION EDUCATION

410 AGRICULTURE HALL • MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824-1039
(517) 355-6580

March 22, 1985.

Hello!

The enclosed questionnaire is a part of my graduate program at Michigan State University. Since I am also Hispanic, I feel it is important to help in the gathering of useful information for planning future programs that approaches the needs of the Hispanics. Your help is vital to the success of the study.

The Cooperative Extension Service (CES) is an educational agency whose purpose is to disseminate the knowledge base from the Universities to the public in a practical manner and in a way to help people help themselves. The main purpose of this study is to identfy the educational needs of the Hispanics based on the programs offered by the CES. You can express your thoughts in a county-wide research study.

You are one of 290 persons selected to receive this questionnaire. Responses from you are needed so that the overall survey findings are representative of the Hispanic population in the Ingham county. Would you please take a few minutes and fill it out? Please, return it to me in the enclosed, self-addressed, stamped envelop by April 12 . All information is confidential, none of your responses will be associated with your name.

Thank you very much for your help.

Sincerely yours;

Father Thomas McCloskey
Cristo Rey Church

Carmen González

Tony Benavides, Director
Cristo Rey Community Center

Jose A. López, Editor
"El Renacimiento" Newspaper

Pastor Raúl González
7th Day Adventist Church

MSU is an Affirmative Action/Equal Opportunity Institution

DEPARTMENT OF AGRICULTURAL & EXTENSION EDUCATION

410 AGRICULTURE HALL • MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824-1039
(517) 355-6580

22 de marzo de 1985.

Ola!

El siguiente cuestionario es parte de mis estudios graduados en Michigan State University. Siendo yo también de origen hispano, considero que es importante el obtener información para el planeo de futuros programas que sirván las necesidades de los hispanos. Su ayuda es necesaria para el éxito del estudio.

Los Servicios de Extensión tienen el propósito de hacer llegar el conocimiento desarrollado en las Universidades al público en general de forma práctica. El propósito principal de este estudio es el de identificar las necesidades educacionales de los hispanos en base a los programas que ofrecen los Servicios de Extensión. Usted puede decir su opinión en este estudio.

Usted es uno de 290 personas seleccionadas para recibir este cuestionario. Sus contestaciones son necesarias para que los resultados representen la opinión de los hispanos en el condado de Ingham. ¿Podría usted llenar el cuestionario?, solo le tomará unos minutos. Por favor, devuelva los papeles en el sobre que envio para el 12 de abríl. Toda la información es completamente confidencial, ninguna de sus contestaciones serán asociadas con su nombre.

Muchas gracias por su ayuda.

Sinceramente;

F. Tomás McCloskey
Padre Tomás McCloskey
Iglesia Cristo Rey

Carmen González
Carmen González

Tony Benavídes
Tony Benavídes, Director
Cristo Rey Community Center

José A López
Jose A. López, Editor
Periódico El Renacimiento

Pastor Raúl González
Pasor Raul González
Iglesia Adventista del 7mo Día

MSU is an Affirmative Action/Equal Opportunity Institution

APPENDIX D

Sample First Follow-Up/Reminder Card

Thanks for your cooperation in completing the questionnaire recently sent to you. Your response will help in developing programs specifically for Hispanics.

Sincerely;

Carmen González

Carmen González

ps
If you have not yet completed the questionnaire, please complete it and put it in the mail today. Thanks.

Gracias por su ayuda al llenar el cuestionario que recientemente le envié. Su respuesta ayudará a desarrollar programas especificamente para hispanos.

Sinceramente;

Carmen González

Carmen González

pd
Si usted aun no ha contestado el cuestionario, le agradecería mucho que lo hiciera y lo enviara por correo lo antes posible. Muchas gracias.

APPENDIX E

Sample Second Follow-Up/Reminder Letter

DEPARTMENT OF AGRICULTURAL & EXTENSION EDUCATION

410 AGRICULTURE HALL • MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824-1039
(517) 355-6580

April 22, 1985.

Hello!

We have had a very satisfying response from the sampled members of the Hispanic community. The information will be useful for helping plan programs which people in the community say are important.

Perhaps the first questionnaire which we sent to you was lost or misplaced. We have enclosed another copy for your convenience in replying. Your ideas and opinions are important. All information is confidential; none of your responses will be associated with your name. Would you please take a few minutes and fill it out? Then, return it to me in the enclosed, self-addressed, stamped envelop by May 10.

Thank you very much for your help which is a way to help the Hispanic community.

Sincerely:

Carmen González

Carmen González

MSU is an Affirmative Action/Equal Opportunity Institution

DEPARTMENT OF AGRICULTURAL & EXTENSION EDUCATION

410 AGRICULTURE HALL • MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN 48824-1039
(517) 355-6580

22 de abril de 1985.

Hola!

Hemos recibido una buena respuesta de la selección de hispanos en la comunidad. La información será de gran ayuda para hacer programas educacionales en base a lo que personas en la comunidad han dicho que es importante o necesario.

Quizas el primer cuestionario enviado se haya perdido, por lo que adjunto enviamos otra copia para su conveniencia. Sus ideas y opiniones son importantes. Toda información es confidencial ninguna de sus contestaciones serán asociadas con su nombre. Por favor, ¿podría usted tomar unos minutos para llenar el cuestionario? Luego devuelva los papeles en el sobre que envío para el 10 de mayo.

Muchas gracias por su ayuda, la cual es una forma de ayudar a los hispanos en la comunidad.

Sinceramente:

Carmen González

Carmen González

MSU is an Affirmative Action/Equal Opportunity Institution

APPENDIX F

Respondent's Data

Respondent's data

Part I Use and Awareness of Extension and its Programs

Question # 1
Have you ever heard of the Ingham County or MSU Cooperative Extension Service (CES) some people know of it as the Agricultural Extension Service?

Responses	Mail respondents (n=56)	Key informants (n=16)
Yes	27 (48.2%)	13 (81.3%)
No	29 (51.8%)	3 (18.8%)

Question # 2
Have you ever heard of the
A. Agricultural or Marketing Program?

Responses	(n=53)	(n=15)
Yes	23 (43.4%)	9 (60.0%)
NO	30 (56.6%)	6 (40.0%)

B. 4-H YOuth Program?

Responses	(n=54)	(n=16)
Yes	42 (77.8%)	14 (87.5%)
No	12 (22.2%)	2 (12.5%)

C. Family Living Education Program or Home Economics?

Responses	(n=52)	(n=15)
Yes	25 (48.1%)	9 (60.0%)
NO	27 (51.9%)	6 (40.0%)

D. Natural Resources and Public Policy Program?

Responses	(n=54)	(n=14)
Yes	20 (37.0%)	3 (21.4%)
No	19 (45.2%)	11 (78.6%)

Question # 3
Do you think that CES offers programs for you?

Responses	(n=42)	(n=12)
Yes	23 (54.8%)	9 (75.0%)
No	19 (45.2%)	3 (25.0%)

Quesion # 4
Have you ever participated in Extension Programs?

Responses	(n=55)	(n=15)
Yes	9 (16.4%)	6 (40.0%)
NO	46 (83.6%)	9 (60.0%)

The following questions were not included in the interview schedule for the key informant.

Question # 5
In the past two (2) years, have you or your family
A. Visited or called the Extension Service?

Responses	Mail respondents (n=11)
Yes	3 (27.3%)
No	8 (72.7%)

B. Received an Extension Bulletin or Newsletter?

Responses	(n=11)
Yes	3 (27.3%)
No	8 (72.7%)

C. Listened to an Extension Radio or TV program?

Responses	(n=12)
Yes	6 (50.0%)
NO	6 (50.0%)

D. Read Extension articles in the newspaper?

Responses	(n=11)
Yes	6 (54.5%)
NO	5 (45.5%)

E. Attended an Extension sponsored meeting?

Responses	(n=11)
Yes	3 (27.3%)
NO	8 (72.7%)

F. Served as Volunteer or Planning Committee?

Responses	(n=11)
Yes	1 (9.1%)
No	10 (90.9%)

G. Served as a 4-H leader?

Responses	(n=11)
Yes	0
No	11 (100%)

Question # 6
How often did you usually participate in the Extension programs?

Responses	(n=30)
2 or 3 times a month	3 (10.0%)
once a month	1 (3.3%)
about 6 times a year	1 (3.3%)
less than 6 times a year	2 (6.7%)
not at all	23 (76.7%)

Question # 7
Opinion about some Extension programs
A. Participation
1. Master gardener program

Responses	Mail respondents (n=25)	
Yes	2	(8.0%)
No	22	(88.0%)

2. 4-H Winter program

Responses	(n=25)	
Yes	3	(12.0%)
No	22	(88.0%)

3. Family living news notes for the new year

Responses	(n=26)	
Yes	4	(15.4%)
No	22	(84.6%)

4. EFNEP Newsletter with recipes

Responses	(n=25)	
Yes	7	(28.0%)
NO	18	(72.0%)

B. Quality
1. Master gardener program

Responses	(n=3)	
Poor	0	
Fair	1	(33.3%)
Good	2	(66.7%)
Excellent	0	

2. 4-H winter programs

Responses	(n=3)	
Poor	0	
Fair	0	
Good	3	(100%)
Excellent	0	

3. Family Living news notes for the new year

Responses	(n=3)	
Poor	0	
Fair	1	(33.3%)
Good	2	(66.7%)
Excellent	0	

4. EFNEP Newsletter with recipes

Responses	(n=6)	
Poor	0	
Fair	1	(16.7%)
Good	4	(66.7%)
Excellent	1	(19.7%)

Question # 8
Where will be the most convenient place for you to participate in the Extension meetings?

Responses	Mail respondents (n=24)	
in my home	3	(12.5%)
at Cristo Rey Community Center	9	(37.5%)
Walnut St. School	0	
Mason Farm Bureau	1	(4.2%)
Capitol Federal Savings Bank	5	(20.8%)
Township Hall	1	(4.2%)
at Church facilities	3	(12.5%)
other	2	(8.3%)

Question # 9
Since the programs offered by the Extension Service are mostly in English, does this hinder your participation?

Responses	(n=27)	
Yes	4	(14.8%)
No	23	(85.2%)

Question # 5 (key informant interview schedule)
a. Since the programs offered by the Extension Service are mostly in English, did you think that could be a problem for Hispanics to participate in the programs?

Responses	Key informants (n=14)	
Yes	13	(92.9%)
No	1	(7.1%)

b. Could you please, explain your answer?

Responses (n=6)

-not all Hispanics know English
- there is a language barrier (bilingual problems)
-many of the older Hispanic living in the community do not speak English very well
-some are not able to speak very well English to participate in programs
-people are isolated because they don't understand
-Hispanics feel more comfortable in their own language

Part II Importance of Extension programs

Question # A Need for the Natural Resource and Public Policy program topic areas

1. Development of wild life habitat

Responses	Mail respondents (n=51)		Key informants (n=14)	
No need	6	(11.8%)	4	(28.6%)
Low need	9	(17.6%)	4	(28.6%)
Moderate need	18	(35.3%)	3	(21.4%)
High need	18	(35.3%)	3	(21.4%)

2. Woodlot management

Responses		(n=52)		(n=14)
No need	6	(11.5%)	4	(28.6%)
Low need	14	(26.9%)	5	(35.7%)
Moderate need	13	(25.0%)	2	(14.3%)
High need	19	(36.5%)	3	(21.4%)

3. Pond management

Responses		(n=47)		(n=14)
No need	6	(12.8%)	4	(28.6%)
Low need	14	(29.8%)	5	(35.7%)
Moderate need	18	(38.3%)	3	(21.4%)
High need	9	(19.1%)	2	(14.3%)

4. Wood for energy

Responses		(n=53)		(n=15)
No need	5	(9.4%)	4	(26.7%)
Low need	6	(11.3%)	2	(1313%)
Moderate need	22	(41.5%)	8	(53.3%)
High need	20	(37.7%)	1	(6.7%)

5.Oil and gas development

Responses		(n=51)		(n=14)
No need	5	(9.8%)	4	(28.6%)
Low need	6	(11.8%)	1	(7.1%)
Moderate need	13	(25.5%)	6	(42.9%)
High need	27	(52.9%)	3	(21.4%)

6. Maple syrup production

Responses		(n=51)		(n=14)
No need	6	(11.8%)	5	(35.7%)
Low need	18	(35.3%)	8	(57.1%)
Moderate need	18	(35.3%)	1	(7.1%)
High need	9	(17.6%)		

7. Understanding local government

Responses		(n=52)		(n=15)
No need	2	(3.8%)	3	(20.0%)
Low need	2	(3.8%)		
Moderate need	17	(32.7%)	4	(26.7%)
HIgh need	31	(59.6%)	8	(53.3%)

8. Tax policies for state and local finance

Responses	Mail respondents (n=52)		Key informants (n=13)	
No need	3	(5.8%)	3	(23.1%)
Low need	5	(9.6%)		
Moderate need	15	(28.8%)	4	(30.8%)
High need	29	(55.8%)	6	(46.2%)

9. Leadership training and development

Responses	(n=50)		(n=16)	
No need	3	(6.0%)	3	(18.8%)
Low need	5	(10.0%)	1	(6.3%)
Moderate need	13	(26.0%)	1	(6.3%)
HIgh need	29	(58.0%)	11	(68.8%)

10. Land use planning and management

Responses	(n=51)		(n=14)	
No need	2	(3.9%)	4	(28.6%0
Low need	10	(19.6%)	2	(14.3%)
Moderate need	15	(29.4%)	5	(21.4%)

11. Community development

Responses	(n=53)		(n=16)	
No need	0		3	(18.8%)
Low need	3	(5.7%)	0	
Moderate need	22	(41.5%)	1	(6.3%)
High need	28	(52.8%)	12	(75.0%)

12. Other (small business development)

Responses	(n=8)	
No need	1	(12.5%)
Low need	1	(12.5%)
Moderate need	0	
High need	6	(75.0%)

Would you like to participate in the programs that you selected as having a high need?

Responses	(n=57)	
Yes	21	(36.8%)
No	15	(26.3%)
Maybe	21	(36.8%)

It your answer is NO or MAYBE, could you share with me the possible reasons why you are unwilling to take adevantage of the programs?

Responses

-I got to many responsibilities from my job	n=1
-too busy, don't have time	n=15
-not interested at the moment, maybe in the future	n=2
-would have to know more ditails of the various programs	n=3
-too old to participate	n=4
-work at night	n=2

Question # B Need for the 4-H Youth program topic areas

1. Bycicling

Responses	Mail respondents (n=51)		Key informants (n=12)	
No need	2	(3.9%)		
Low need	13	(25.5%)	5	(41.7%)
Moderate need	21	(41.2%)	3	(25.0%)
High need	15	(29.4%)	4	(33.3%)

2. Crafts

Responses		(n=49)		(n=13)
No need				
Low need	12	(24.5%)	2	(15.4%)
Moderate need	20	(40.8%)	7	(53.8%)
High need	17	(34.7%)	4	(30.8%)

3. Careers

Responses		(n=49)		(n=14)
No need	1	(2.0%)	1	(7.1%)
Low need	3	(6.1%)		
Moderate need	7	(14.3%)		
High need	38	(77.6%)	13	(92.9%)

4. Clowning

Responses		(n=46)		(n=12)
No need	8	(17.4%)	1	(8.3%)
Low need	16	(34.8%)	8	(66.7%)
Moderate need	13	(28.3%)	3	(25.0%)
High need	9	(19.6%)	0	

5. Field crop production

Responses		(n=50)		(n=11)
No need	2	(4.0%)		
Low need	6	(12.0%)		
Moderate need	26	(52.0%)	8	(72.7%)
High need	16	(32.0%)	3	(27.3%)

6. Dairy production

Responses		(n=50)		(n=11)
No need	2	(4.0%)	1	(9.1%)
Low need	7	(14.0%)	1	(9.1%)
Moderate need	23	(46.0%)	8	(72.7%)
High need	18	(36.0%)	1	(9.1%)

7. Dog care and training

Responses		(n=49)		(n=12)
No need	5	(10.2%)	1	(8.3%)
Low need	15	(30.2%)	4	(33.3%)
Moderate need	17	(34.7%)	5	(41.7%)
High need	12	(24.5%)	2	(16.7%)

8. Environmental education

Responses	Mail respondents (n=47)		Key informants (n=12)	
No need	1	(2.1%)	1	(8.3%)
Low need	4	(8.5%)	1	(8.3%)
Moderate need	15	(31.9%)	2	(16.7%)
HIgh need	27	(57.4%)	8	(66.7%)

9.Caring for kids

Responses	(n=50)		(n=15)	
No need	1	(2.0%)	1	(6.7%)
Low need	2	(4.0%)		
Moderate need	12	(24.0%)	3	(20.0%)
High need	35	(70.0%)	11	(73.3%)

10. Foods and nutrition

Responses	(n=49)		(n=16)	
No need	1	(2.0%)	1	(6.3%)
Low need	0		0	
Moderate need	10	(20.4%)	0	
High need	38	(77.6%)	15	(93.8%)

11. Developing leadership in youth

Responses	(n=50)		(n=16)	
No need	1	(2.0%)	1	(6.3%)
Low need	2	(4.0%)		
Moderate need	10	(20.0%)		
High need	37	(74.0%)	15	(93.8%)

12. Livestock production

Responses	(n=51)		(n=12)	
No need	5	(9.8%)	1	(8.3%)
Low need	9	(17.6%0	4	(33.3%)
Moderate need	22	(43.1%)	6	(50.0%)
High need	15	(29.4%)	1	(8.3%)

13. Raising goats

Responses	(n=47)		(n=12)	
No need	7	(14.9%)	1	(8.3%)
Low need	14	(29.8%)	4	(33.3%)
Moderate need	20	(42.9%)	5	(41.7%)
High need	6	(12.8%)	2	(16.7%)

14. Growing flowers, fruits and vegetables

Responses	(n=52)		(n=14)	
No need			1	(7.1%)
Low need	5	(9.6%)	1	(7.1%)
Moderate need	24	(46.2%)	6	(37.5%)
High need	23	(44.2%)	6	(37.5%)

15. Personal appearance

Responses	Mail respondents (n=48)	Key informants (n=13)
No need		1 (7.7%)
Low need	5 (10.4%)	1 (7.7%)
Moderate need	17 (35.4%)	7 (53.8%)
High need	26 (54.2%)	4 (30.8%)

16. Photography

Responses	(n=50)	(n=14)
No need	1 (2.0%)	
Low need	13 (26.0%)	4 (28.6%)
Moderate need	24 (48.0%)	6 (42.9%)
High need	12 (24.0%)	4 (28.6%)

17. Raising rabbits and poultry

Responses	(n=49)	(n=11)
No need	8 (16.3%)	
Low need	10 (20.4%)	4 (36.4%)
Moderate need	23 (46.9%)	6 (54.5%)
High need	8 (16.3%)	1 (9.1%)

18. Horses

Responses	(n=51)	(n=12)
No need	8 (15.7%)	2 (16.7%)
Low need	13 (25.5%)	3 (25.0%)
Moderate need	21 (41.2%)	5 (41.7%)
High need	9 (17.6%)	2 (16.7%)

19. Entomology (insects)

Responses	(n=48)	(n=12)
No need	9 (18.8%)	2 (16.7%)
Low need	14 (29.2%)	4 (33.3%)
Moderate need	15 (31.3%)	5 (41.7%)
High need	10 (20.8%)	1 (8.3%)

20. Shooting sports

Responses	(n=46)	(n=12)
No need	10 (21.7%)	2 (16.7%)
Low need	12 (26.1%)	8 (66.7%)
Moderate need	17 (37.0%)	1 (8.3%)
High need	7 (15.2%)	1 (8.3%)

21. Family and group relation/stress

Responses	(n=52)	(n=15)
No need		1 (6.7%)
Low need	3 (5.8%)	
Moderate need	10 (19.2%)	1 (6.7%)
High need	39 (75.0%)	13 (81.3%)

22. Working with handicappers

Responses	Mail respondents (n=51)	Key informants (n=14)
No need	1 (2.0%)	1 (7.1%)
Low need	5 (9.8%)	1 (7.1%)
Moderate need	20 (39.2%)	7 (50.0%)
High need	25 (49.0%)	5 (35.7%)

23. Other (moral and values; child abuse)

Responses	(n=10)
No need	1 (10.0%)
Low need	
Moderate need	3 (30.0%)
High need	4 (40.0%)

Would you like to participate in the programs that you selected as high need?

Responses	(n=58)
Yes	19 (32.8%)
No	19 (32.8%)
Maybe	20 (34.5%)

If your answer is NO or MAYBE, could you share with me the possible reasons why you are unwilling to take advantage of these programs?

Responses

-not interested n=2
-"I offer services a number of years ago in our area and I was "turned-off" as I was not an "old" 4-H person." n=1
-"I am a shy introverted person and feel unconfortable meeting people." n=1
-depends of schedule available n=1
-need more information n=1
-no time available, too busy (limited off-work time) n=5
-kids too young n=2
-would participate if my children get involved n=2

Question # C Need for the Agriculture and Marketing program topic areas

1. Home vegetable production

Responses	Mail respondents (n=55)		Key informants (n=14)	
No need	2	(3.6%)	1	(7.1%)
Low need	3	(5.5%)	2	(14.3%)
Moderate need	20	(36.4%)	2	(14.3%)
High need	30	(54.5%)	9	(64.3%)

2. Home fruit production

Responses		(n=55)		(n=13)
No need	1	(1.8%)	1	(7.7%)
Low need	4	(7.3%)	2	(15.4%)
Moderate need	21	(38.2%)	2	(15.4%)
High need	29	(52.7%)	8	(61.5%)

3. Landscape maintenance

Responses		(n=54)		(n=14)
No need	3	(5.6%)	1	(7.1%)
Low need	7	(13.0%)	4	(28.6%)
Moderate need	26	(48.1%)	6	(42.9%)
High need	18	(33.3%)	3	(21.4%)

4. Indoor plants

Responses		(n=52)		(n=14)
No need	1	(1.9%)	1	(7.1%)
Low need	17	(32.7%)	5	(35.7%)
Moderate need	20	(38.5%)	6	(42.9%)
High need	14	(26.9%)	2	(14.3%)

5. Organic gardening

Responses		(n=51)		(n=13)
No need	2	(3.9%)	1	(7.7%)
Low need	7	(13.7%)	3	(23.1%)
Moderate need	17	(33.3%)	2	(15.4%)
High need	25	(49.0%)	7	(53.8%)

6. Farm land preservation

Responses		(n=49)		(n=13)
No need	4	(8.2%)	3	(23.1%)
Low need	2	(4.1%)	1	(7.7%)
Moderate need	17	(34.7%)	3	(23.1%)
High need	26	(53.1%)	6	(46.2%)

7. Soil conservation

Responses		(n=52)		(n=13)
No need	4	(7.7%)	2	(15.4%)
Low need	3	(5.8%)	4	(30.8%)
Moderate need	14	(26.9%)	1	(7.7%)
High need	31	(59.6%)	6	(46.2%)

8. Livestock production

Responses	Mail respondents (n=50)		Key informants (n=13)	
No need	4	(8.0%)	3	(23.1%)
Low need	5	(10.0%)	3	(23.1%)
Moderate need	23	(46.0%)	5	(38.5%)
High need	18	(36.0%)	2	(15.4%)

9. Crop production

Responses		(n=50)		(n=13)
No need	3	(6.0%)	1	(7.7%)
Low need	5	(10.0%)	4	(30.8%)
Moderate need	17	(34.0%)	5	(38.5%)
High need	25	(50.0%)	3	(23.1%)

10. Farmer to consumer marketing

Responses		(n=51)		(n=14)
No need	3	(5.9%)	3	(21.4%)
Low need	4	(7.8%)	2	(14.3%)
Moderate need	19	(37.3%)	3	(21.4%)
High need	25	(49.0%)	6	(42.9%)

11. Commercial fruit, vegetables and turf

Responses		(n=50)		(n=13)
No need	4	(8.0%)	1	(7.7%)
Low need	5	(10.0%)	3	(23.1%)
Moderate need	23	(46.0%)	5	(38.5%)
High need	18	(36.0%)	4	(30.8%)

12. Greenhouse for house plants

REsponses		(n=52)		(n=13)
No need	3	(5.8%)	1	(7.7%)
Low need	13	(25.0%)	4	(30.8%)
Moderate need	22	(42.3%)	4	(30.8%)
High need	14	(26.9%)	4	(30.8%)

13. Agriculture commodity market

Responses		(n=50)		(n=14)
No need	4	(8.0%)	2	(14.3%)
Low need	4	(8.0%)	2	(14.3%)
Moderate need	19	(38.0%)	7	(50.0%)
High need	23	(46.0%)	3	(21.4%)

14. Pesticide use on the farm

Responses		(n=51)		(n=12)
No need	3	(5.9%)	1	(8.3%)
Low need	3	(5.9%)	3	(25.0%)
Moderate need	23	(45.1%)	3	(25.0%)
High need	22	(43.1%)	5	(41.7%)

15. Pesticide use in the house and garden

Responses	Mail respondents (n=53)		Key informants (n=13)	
No need	3	(5.7%)	1	(7.7%)
Low need	5	(9.4%)	2	(15.4%)
Moderate need	23	(43.4%)	4	(30.8%)
High need	22	(41.5%)	6	(46.2%)

16. Farm taxes

Responses		(n=47)		(n=14)
No need	2	(4.3%)	3	(21.4%)
Low need	8	(7.0%)	2	(14.3%)
Moderate need	18	(38.3%)	4	(28.6%)
High need	19	(40.4%)	5	(35.7%)

17. Property and inheritance state planning

Responses		(n=51)		(n=13)
No need	4	(7.8%)	2	(15.4%)
Low need	5	(9.8%)	4	(30.8%)
Moderate need	21	(41.2%)	3	(23.1%)
High need	21	(41.2%)	4	(23.1%)

18. Raising pleasure horses

Responses		(n=50)		(n=13)
No need	8	(16.0%)	5	(38.5%)
Low need	18	(36.0%)	3	(23.1%)
Moderate need	19	(38.0%)	3	(23.1%)
High need	5	(10.0%)	2	(15.4%)

19. Farm business management

Responses		(n=48)		(n=14)
No need	4	(8.3%)	2	(14.3%)
Low need	5	(10.4%)	3	(21.4%)
Moderate need	16	(33.3%)	5	(35.7%)
High need	23	(47.9%)	4	(28.6%)

20. Understanding soil testing

Responses		(n=52)		(n=14)
No need	5	(9.6%)	2	(14.3%)
Low need	6	(11.5%)	1	(7.1%)
Moderate need	20	(38.5%)	5	(35.7%)
High need	21	(40.4%)	6	(42.9%)

Would you like to participate in the programs that you selected as high need?

Responses	(n=53)	
Yes	14	(26.4%)
No	20	(37.7%)
Maybe	19	(35.8%)

If your answer is NO or MAYBE, could you share with me the possible reasons why you are unwilling to take advantage of these programs?

Responses

-I can't get involved because of time constraints	n=2
-not a farmer	n=1
-not interested in growing things	n=1
-too many farmers are in financial trouble	n=1

Question # D Need for the Home economic program topic areas

1.Coping with inflation

Responses	Mail respondents (n=54)		Key informants (n=14)	
No need	0		2	(14.3%)
Low need	2	(3.7%)	0	
Moderate need	17	(31.5%)	2	(14.3%)
High need	35	(64.8%)	10	(71.4%)

2. Changing values and life styles

Responses	(n=53)		(n=14)	
No need	0		1	(7.1%)
Low need	3	(5.7%)	1	(7.1%)
Moderate need	20	(37.7%)	3	(21.4%)
High need	30	(56.6%)	9	(64.3%)

3. Planning for retirement

Responses	(n=54)		(n=15)	
No need	1	(1.9%)	2	(13.3%)
Low need	3	(5.6%)	1	(6.7%)
Moderate need	16	(29.6%)	1	(6.7%)
High need	34	(63.0%)	11	(73.3%)

4. Marketing home produced goods and services

Responses	(n=51)		(n=11)	
No need	2	(3.9%)	0	
Low need	7	(13.7%)	2	(18.2%)
Moderate need	28	(54.9%)	3	(27.3%)
High need	14	(27.5%)	6	(54.5%)

5. Coping with unemployment

Responses	(n=50)		(n=14)	
No need	2	(4.0%)	2	(14.3%)
Low need	5	(10.0%)	1	(7.1%)
Moderate need	11	(22.0%)	1	(7.1%)
High need	32	(64.0%)	10	(71.4%)

6. Family financial planning

Responses	(n=52)		(n=15)	
No need	2	(3.8%)	1	(6.7%)
Low need	4	(7.7%)	0	
Moderate need	10	(19.2%)	1	(6.7%)
High need	36	(69.2%)	13	(86.7%)

7. Self-esteem

Responses	Mail respondents (n=53)		Key informants (n=15)	
No need	2	(3.8%)	2	(13.3%)
Low need	3	(5.7%)	0	
Moderate need	11	(20.8%)	1	(6.7%)
High need	37	(69.8%)	12	(80.0%)

8. Parenting

Responses	(n=52)		(n=15)	
No need	2	(3.8%)	2	(13.3%)
Low need	5	(9.6%)	0	
Moderate need	6	(11.5%)	1	(6.7%)
High need	39	(75.0%)	12	(80.0%)

9. Home energy conservation

Responses	(n=53)		(n=12)	
No need	0		0	
Low need	2	(3.8%)	1	(8.3%)
Moderate need	17	(32.1%)	3	(25.0%)
High need	34	(64.2%)	8	(66.7%)

10. Home maintenance and repairs

Responses	(n=53)		(n=12)	
No need	1	(1.9%)	0	
Low need	3	(5.7%)	2	(16.7%)
Moderate need	23	(43.4%)	1	(8.3%)
High need	26	(49.1%)	9	(75.0%)

11. Stress and depression

Responses	(n=54)		(n=15)	
No need	2	(3.7%)	2	(13.3%)
Low need	2	(3.7%)	0	
Moderate need	13	(24.1%)	3	(20.0%)
High need	37	(68. 5%)	10	(66.7%)

12. Health care

Responses	(n=53)		(n=14)	
No need	0		2	(14.3%)
Low need	1	(1.9%)	0	
Moderate need	14	(26.4%)	4	(28.6%)
High need	38	(71.7%)	8	(57.1%)

13. Healthy diets

Responses	(n=54)		(n=14)	
No need	2	(3.7%)	2	(14.3%)
Low need	2	(3.7%)	0	
Moderate need	17	(31.5%)	1	(7.1%)
High need	33	(61.1%)	11	(68.8%)

14. Food preservation

Responses	Mail respondents (n=53)		Key informants (n=13)	
No need	0		1	(7.7%)
Low need	3	(5.7%)	2	(15.4%)
Moderate need	22	(41.5%)	1	(7.7%)
High need	28	(52.8%)	9	(69.2%)

15. Cutting food costs

Responses	(n=52)		(n=15)	
No need	0		1	(6.7%)
Low need	5	(9.6%)	0	
Moderate need	16	(30.8%)	4	(26.7%)
High need	31	(59.6%)	10	(66.7%)

16. Weight control and fitness

Responses	(n=56)		(n=13)	
No need	0		2	(15.4%)
Low need	4	(7.1%)	0	
Moderate need	15	(26.8%)	6	(46.2%)
High need	37	(66.1%)	5	(38.5%)

17. Leadership development

Responses	(n=51)		(n=15)	
No need	2	(3.9%)	2	(13.3%)
Low need	2	(3.9%)	1	(6.7%)
Moderate need	21	(41.2%)	1	(6.7%)
High need	26	(51.0%)	11	(73.3%)

18. Public affairs

Responses	(n=52)		(n=14)	
No need	1	(1.9%)	2	(14.3%)
Low need	2	(3.8%)	0	
Moderate need	19	(36.5%)	5	(35.7%)
High need	30	(57.7%)	7	(50.0%)

19. Management of food for low-income families

Responses	(n=54)		(n=14)	
No need	2	(3.7%)	2	(14.3%)
Low need	2	(3.7%)	0	
Moderate need	13	(24.1%)	3	(21.4%)
High need	37	(68.5%)	9	(64.3%)

Would you like to participate in the programs that you selected as high need?

Responses	(n=51)	
Yes	20	(39.2%)
No	11	(21.6%)
Maybe	20	(39.2%)

If your answer is NO or MAYBE, could you share with me the possible reasons why you are unwilling to take advantage of these programs?

Responses

-too old to participate	n=2
-only if they are short term programs	n=1
-more information about the organization because I have never hear about it	n=1
-its difficult to organize the Hispanics	n=1

From the key informants interview schedule
Did you think that the Hispanics would like to participate in the programs that you identify as highly needed?

Responses		(n=15)
Yes	10	(66.7%)
No	1	(6.7%)
Maybe	4	(26.7%)

If no, why?

Responses

-It will depend on family income level (low income families generally do not get involved in activities in the community)
-unemployment is very high in the Hispanic community, they need to learn how to cope with the situation
-there is a great need for the CES programs among Hispanics
-if you make the programs interesting and appeal to their needs, then they will participate
-if presented by a Hispanic there will be better participation
-if the meetings are held in places near to their homes and to their interest
-they don't participate in community life (don't get involved because they are too busy earning a living)

Part III Population Characteristics

Question # 1
What is your present age?

Responses	Mail respondents (n=59)		Key informants (n=16)	
Under 18	0		0	
19-24	4	(6.8%)	1	(6.3%)
25-34	20	(33.9%)	2	(12.5%)
35-44	15	(25.4%)	8	(50.0%)
45-64	16	(27.1%)	5	(31.3%)
65 and over	4	(6.8%)	0	

Question # 2
Your sex

Responses	(n=59)		(n=16)	
Male	35	(59.3%)	9	(56.3%)
Female	23	(39.0%)	6	(37.5%)

Question # 3
Which is the highest level of formal education that you have completed?

Responses	(n=58)		(n=15)	
less than elementary	4	(6.9%)		
elementary	8	(13.8%)		
junior high	11	(19.0%)		
high school	25	(43.1%)	1	(6.7%)
more than high school	10	(17.2%)	4	(26.7%)
completed college			2	(13.3%)
college beyond bachellor's degree			8	(53.3%)

Question # 4
Are you currently employed?

REsponses	(n=59)	
Yes	43	(72.9%)
No	16	(27.1%)

What is your present occupation? (key informants only)

Responses	(n=15)	
semi-skilled worker or apprentice craftman	0	
salesworker or clerical/office worker	2	(13.3%)
skilled worker, craftman or foreman	1	(6.7%)
manager or proprietor	1	(6.7%)
professional or technical worker	9	(60.0%)
unemployed	0	
other (retired)	2	(13.3%)

Question # 5 (not coded for computer analysis)

Question # 6
Are any of the adult in your family unemployed?

Responses	(n=57)	
Yes	20	(35.1%)
No	37	(64.9%)

Question # 7
Would you select the income category which approximates your family income?

Responses	Mail respondents (n=55)	Key informants
less than $5,000	2 (3.6%)	
$5,000 - $9,999	8 (14.5%)	
$10,000 - $14,999	6 (10.9%)	
$15,000 - $19,999	2 (3.6%)	
$20,000 - $24,999	6 (10.9%)	
$25,000 or more	27 (49.1%)	
unknown	4 (7.3%)	

Question # 8 (Question # 6 for key informants)
How did you identify yourself?

Responses	(n=60)	(n=13)
Mexican-American	42 (70.0%)	8 (61.5%)
Puerto Rican	2 (3.3%)	2 (15.4%)
Cuban	7 (11.7%)	1 (7.7%)
Other Hispanic Heritage	9 (15.0%)	1 (7.7%)

Question # 9)Question # 7 for key informants)
What is the most effective way to inform you and your family about services provided in your community?

Responses	(n=60)	(n=15)
TV	26 (43.3%)	7 (46.7%)
word of mouth	3 (5.0%)	2 (13.3%)
radio	4 (6.7%)	2 (13.3%)
educational talk (meetings)	5 (8.3%)	1 (6.7%)
pamphlet	12 (20.0%)	2 (13.3%)
local newspaper	8 (13.3%)	1 (6.7%)
other	2 (3.3%)	0

Key informants only
In your opinion, what things inhibit Hispanic participation in CES programs?
Responses
-easy accessible programs are needed (n=3)
-programs offered do not necessarily meet the cultural aspect of Hispanics (n=2)
-better CES planning is necessary
-take the programs to the community
-speak to group about programs in Spanish
-get to know the people
-contact the Spanish Churches
-lack of knowledge of services provided
-lack of motivation
-better propaganda, so they know what is available
-letting the Hispanic community know that bilingual personnel will be there to help those individuals who need help
-lack of bilingual information about CES programs
-lack of tradition on the part of CES to offer programs to Hispanics

-need of information or lack of awareness (n=4)
-something new, Hispanics not aware of benefits
-low number of Hispanics participating (n=2)
-explain what CES is all about in local meetings
-public service anouncement program in Spanish
-language may be a problem
-prefer to learn from another Hispanic
-lack of education
-self-concept, filling comfortable with people in the community
-no efforts by the CES to recruit Hispanics

APPENDIX G

T-test Results: Comparison of Mail Questionnaire Respondents Versus Nonrespondents (Interviewed by Telephone)

TABLE 11

T-test Results: Comparison of Mail Questionnaire Respondents vs Nonrespondents (interviewed by telephone)

	Mean Values Mail	Nonresp	T-test	Level of significance
AWARENESS				
Ever heard about CES	1.51	1.53	.847	.870
Ag programs	1.56	1.73	.737	.228
4-H youth programs	1.23	1.13	.460	.439
Home economics	1.51	1.53	.853	.875
NRPP Programs	1.62	1.53	.738	.540
CES offers programs for you	1.44	1.69	.916	.116
PARTICIPATION				
Have participated	1.83	1.64	.167	.141
Visited or called CES	1.73	1.75	.755	.936
Received information	1.73	1.50	.534	.446
Listened to a program	1.50	1.25	1.00	.471
Read articles	1.45	1.50	.704	.887
Attend meetings	1.73	1.50	.534	.446
Served as vounteer	1.91	1.75	.197	.459
Served as 4-H leader	2.00	1.25	1.00	.000*
Usually participates	4.37	4.20	.384	.789
Participate in Master G.	2.04	1.75	.691	.421
in 4-H Winter program	1.88	1.25	.212	.003*
in fam. living news	1.85	1.33	.211	.039
in EFNEP newsletter	1.72	1.33	.450	.188
Qual. of Master Gardener	2.67	3.00	1.00	.667
of Fam. Living	2.67	2.50	.691	.789
of EFNEP	3.00	3.50	.629	.379
of 4-H	3.00	3.33	1.00	.374
Convenient place	3.88	2.80	.249	.341
English hinder	1.85	1.80	.448	.778
Natural Resources and Pubic Policy (NRPP) Program				
Wild life habitat	2.94	2.64	.252	.365
Woodlot mgt.	2.86	2.36	.854	.120
Pond management	2.64	2.08	.740	.077
Wood for energy	3.08	2.50	.671	.051
Oil & gas develop.	3.20	2.36	.159	.013*
Maple syrup	2.58	1.92	.555	.030*
Understanding local gov.	3.47	3.14	.007	.378

	Mean Values Mail	Nonresp	T-test	Level of significance
Tax policies	3.35	2.86	.102	.095
Leadership training	3.35	3.07	.380	.338
Land use	3.18	2.50	.315	.020*
Community develop.	3.48	3.14	.025	.224
like to participate	1.98	2.07	.713	.733
4-H Youth Programs				
Bicycling	2.96	2.54	.525	.129
Crafts	3.10	2.62	.561	.055
Careers	3.67	3.46	.018	.541
Clowning	2.49	2.00	.723	.124
Fiel crops	3.12	2.38	.304	.005*
Dairy	3.14	1.92	.431	.000*
Dog care	2.73	2.30	1.00	.165
Environmental ed.	3.46	2.92	.486	.033*
Caring for kids	3.63	3.31	.087	.160
Food and nutrition	3.75	3.62	.473	.463
Youth leadership	3.65	3.38	.183	.230
Livestock	2.92	1.67	.499	.000*
Goats	2.52	1.58	.638	.002*
Flowers, fruis & veg.	3.33	3.17	.236	.454
Personal appearance	3.45	3.23	.338	.341
Photography	2.94	2.92	.075	.953
Rabbits & poultry	2.63	2.15	.851	.117
Horses	2.60	2.08	1.00	.087
Insects	2.53	2.00	.648	.100
Shooting sports	2.44	1.92	1.00	.113
Stress	3.71	3.54	.481	.367
Handicappers	3.36	3.33	.794	.913
Like to participate	2.00	1.69	.793	.232
Agriculture and Marketing (Ag Mkg) Program				
Home veg.	3.41	2.93	.776	.039*
Home fruit	3.41	3.07	.851	.123
Landscaping	3.09	2.57	.872	.042*
Indoor plants	2.90	2.79	.508	.634
Organic gardening	3.26	2.79	.852	.067
Farm land preserv.	3.31	2.79	.664	.064
Soil conservation	3.37	2.64	.880	.011*
Livestock production	3.10	2.29	.138	.007*
Crop production	3.29	2.36	.321	.002*
Farmer to consumer	3.30	2.50	.393	.005*
Commercial fruit & veg.	3.10	2.29	.860	.004*
Greenhouse	2.88	2.14	.222	.010*

	Mean Values Mail	Nonresp	T-test	Level of significance
Ag commodities	3.22	2.21	.312	.001*
Pesticide use-home	3.21	2.77	.625	.104
Pesticide use-farm	3.26	2.14	.155	.000*
Farm taxes	3.15	2.00	.589	.000*
Property & inheritance	3.16	2.57	.559	.041*
Raising horses	2.41	2.29	.211	.671
Farm Business mgt.	3.21	2.43	.491	.011*
Soil testing	3.10	2.23	.758	.006*
Like to participate	2.08	1.87	.730	.372
Home Economics Program				
Inflation	3.62	3.67	.575	.784
Values	3.52	3.33	.368	.323
Retirement	3.55	3.13	.067	.070
Home mkg.	3.06	2.67	.401	.099
Unemployment	3.45	3.27	.174	.499
Financial planning	3.53	3.53	.339	.986
Self-esteem	3.58	3.13	.674	.059
Parenting	3.59	3.36	.542	.371
Home energy	3.60	3.47	.167	.472
Home repairs	3.40	3.27	.209	.528
Stress	3.58	3.14	.811	.054
Health care	3.71	3.57	.188	.385
Diets	3.51	3.47	.526	.841
Food preservation	3.48	3.20	.216	.145
Cutting food costs	3.51	3.40	.242	.562
Weight control	3.60	3.53	.855	.717
Leadership develop.	3.40	3.47	.120	.751
Public affairs	3.51	3.40	.619	.589
Food for low-income	3.58	3.53	1.00	.814
Like to participate	1.98	1.87	.841	.669
Demographic Characteristics				
Age	3.95	3.80	.052	.669
Sex	1.43	1.20	.296	.124
Education	3.49	3.20	.457	.401
Employed	1.28	1.29	.786	.942
Unemployed	1.67	1.53	.650	.370
Income	4.80	3.80	.952	.060
Heritage	1.73	1.53	.497	.555
Way to inform	3.14	2.00	.801	.064

* Statistically significant differences between means.

APPENDIX H

Comparison of Demographic Information from Sample (Mail Questionnaire Respondents), Census Data and Nonrespondents

TABLE 12

Comparison of Demographic Information from Sample (mail questionnaire respondents), Census Data and Nonrespondents

Characteristics	Sample	Census	Nonresp
Age			
less than 18 years		50.0%	7.1%
19 - 24	6.8%	12.6%	7.1%
25 - 34	33.9%	17.0%	42.9%
35 - 44	25.4%	8.6%	
45 - 64	27.1%	9.2%	21.4%
65 and over	6.8%	2.6%	21.4%
Sex			
Femenine	39.0%	49.2%	21.4%
Masculine	59.3%	50.8%	78.6%
Education			
less than elemtary	6.9%	11.9%	14.3%
elementary	13.8%	31.9%	21.4%
junior high	19.0%	17.1%	14.3%
high school	43.1%	20.6%	35.7%
post high school	17.2%	18.5%	14.3%
Income			
less than $5,000	3.6%	16.5%	14.3%
$5 - 9,999	14.5%	17.2%	7.1%
$10 - 14,999	10.9%	17.6%	35.7%
$15 - 19,999	3.6%	14.4%	
$20 - 24,999	10.9%	11.9%	21.4%
$25,000 and over	49.1%	22.4%	21.4%
unknown	7.3%		
Heritage			
Mexican	70.0%	78.3%	71.4%
Puerto Rican	3.3%	3.6%	7.1%
Cuban	11.7%	2.9%	14.3%
Other Spanish	15.0%	15.2%	7.1%

Source:

Census of Population and Housing U.S. Department of Commerce, Bureau of the Census, Standard Metropolitan Area, Lansing - East Lansing; Michigan, August 1983.